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ABSTRACT

This volume combines two separately published documents, an instructor's guide and a student reference for a course on leadership and personal development. Each document consists of 3 units containing 17 lessons. Following acknowledgments, a foreword, table of contents, and student evaluation sheet are the three units: (1) Leadership I; (2) Leadership II; and (3) Leadership and Personal Development for Advanced Students. Introductory sections of the instructor guide discuss objectives, competencies, motivational technique or interest approach, evaluation, and references and materials. Leadership I contains six lessons on: personal development; the Future Farmers of America (FFA); FFA opportunities; becoming a member of the FFA; FFA members; and participating in meetings. Leadership II covers six topics which deal with: decision making; members' responsibilities; FFA program; communicating in groups; presentations; and parliamentary procedure. Five lessons for advanced students concern: resumes and applications; finding a job; applying and interviewing for a job; self-confidence and responsibility; and human relationships. Each lesson in the instructor's manual contains some or all of the following: objective; study questions; references; teaching procedures--introduction, motivation, assignment, supervised study, discussion, other activities, conclusion, competency, answers to evaluation, and answers to work sheet; evaluation; transparency masters; and work sheets. Each lesson in the student reference manual includes lesson contents, summary, credits, tables, and figures. (NLA)

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Leadership and Personal Development

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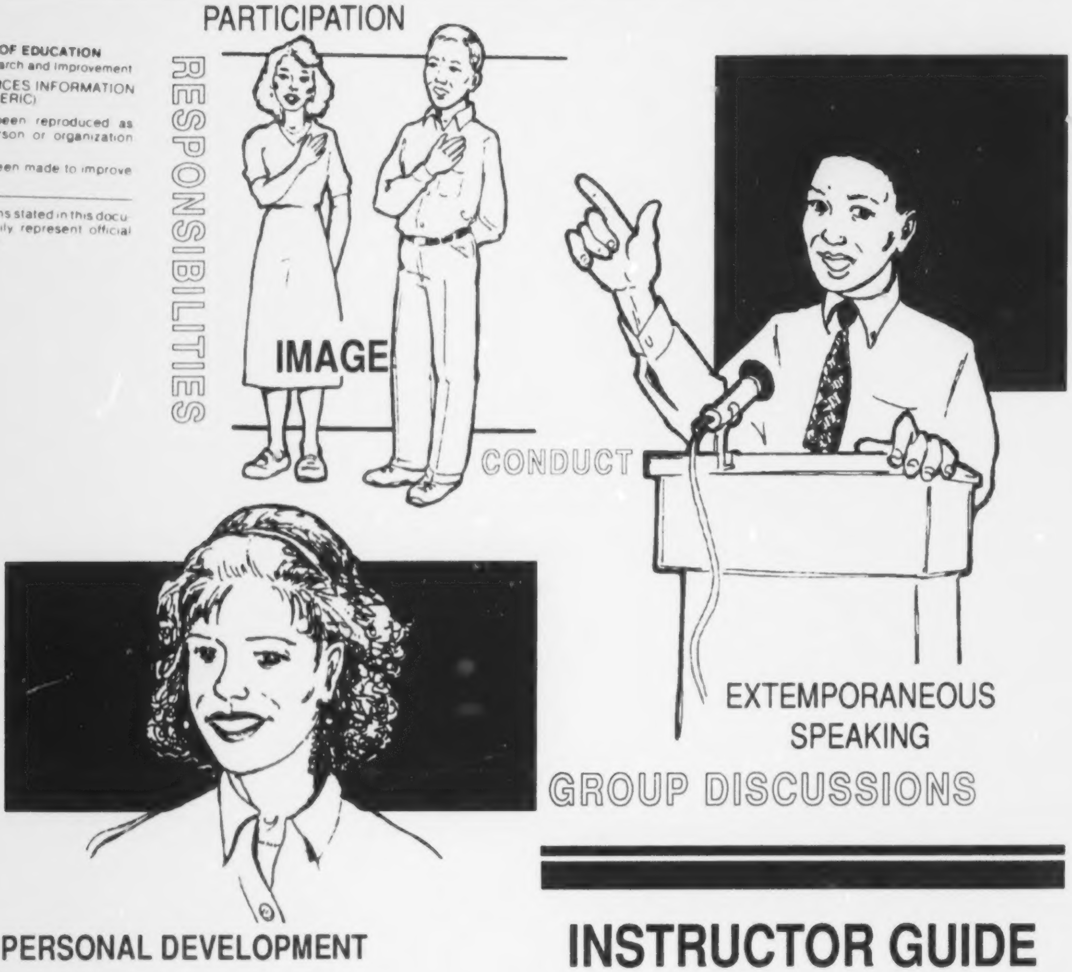

INSTRUCTOR GUIDE

CE060941

In cooperation with Agricultural Education
Department of Practical Arts and
Vocational-Technical Education
College of Education and
College of Agriculture, Food and Natural Resources
University of Missouri - Columbia

IMI

In cooperation with
Agricultural Education Section
Division of Vocational and Adult Education
Department of
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Jefferson City, Missouri

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Instructor Guide

LEADERSHIP AND PERSONAL DEVELOPMENT

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FOREWORD

The development of the Leadership and Personal Development curriculum guide is the result of suggestions by the MVATA Teaching Aids Committee. The Leadership Advisory Committee suggested the topics to be included and reviewed the materials.

This three-unit curriculum contains 17 lessons. Leadership I covers planning a program of personal development, the background and traditions of the FFA, the opportunities in FFA, requirements to become an FFA member, appearance and conduct of FFA members, and skills needed for participation in meetings. Leadership II covers the importance of good decision-making skills, responsibilities of members of organizations, the FFA Program of Activities, communicating in groups, preparing and delivering a presentation, and using parliamentary procedure in meetings. Leadership and Personal Development for Advanced Students, Unit III, covers completing a resume and job applications, developing a plan for finding a job, applying and interviewing for a job, developing desirable personal and social skills, and the importance of developing better human relationships. Check the Table of Contents for a detailed listing of lessons. The "Contents" section in each unit contains objectives, competencies, motivational techniques, evaluations, and references and materials.

Leadership I and II are designed for freshman and sophomore students. Unit III is designed for junior and senior students. A student reference has been developed for all three units and can be purchased separately.

During the summer of 1981, the Missouri State Board of Education formally adopted the concept of "Instructional Management Systems" (IMS) as a priority for the 1981-82 school year. The Missouri Commissioner of Education described the IMS concept as a practical way of "organizing for excellence" in education. To meet the demand for greater productivity and accountability, the director of Vocational Education applied the elements of IMS to form the Vocational Instructional Management System (VIMS). The VIMS process provides a framework to use in planning and organizing to assure excellence in Missouri's vocational education system by focusing greater attention on the management of teaching and learning.

This guide incorporates the needed component parts to aid agriculture teachers in the implementation of VIMS. For ease of use, performance objectives and competencies have been included at the beginning of the unit as well as incorporated within each lesson. A competency profile has been provided in the front of the guide for convenient record keeping.

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Secondary Education

LEADERSHIP AND PERSONAL DEVELOPMENT

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Leadership and Personal Development

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
3 **Mastered** - can work independently with no supervision
2 **Requires Supervision** - can perform job completely with limited supervision
1 **Not Mastered** - requires instruction and close supervision
N **No Exposure** - no experience or knowledge in this area

3	2	1	N	
				Unit I - Leadership I
				1. Plan a program of personal development.
				2. Describe the background and tradition of the FFA.
				3. Describe the opportunities provided by the FFA.
				4. Identify requirements for becoming a member of the FFA.
				5. Demonstrate acceptable appearance and conduct of FFA members.
				6. Demonstrate skills needed for participation in meetings.
				Unit II - Leadership II
				1. Describe the importance of good decision-making skills.
				2. Describe the responsibilities of members of an organization.
				3. Describe the major parts of the FFA Program of Activities.
				4. Describe the techniques involved in communicating in groups.
				5. Prepare and deliver a presentation.
				6. Demonstrate the use of parliamentary procedure in a meeting.
				Unit III - Leadership and Personal Development for Advanced Students
				1. Develop a resume and complete a job application.
				2. Develop a plan for finding a job.
				3. Describe how to apply and interview for a job.
				4. Describe the characteristics needed to develop desirable personal and social skills.
				5. Describe the importance and process of developing better human relationships.
				______________________________
				______________________________

Leadership and Personal Development

Class/Section: ____________________

															Students:
															Unit I - Leadership I
															1. Plan a program of personal development.
															2. Describe the background and tradition of the FFA.
															3. Describe the opportunities provided by the FFA.
															4. Identify requirements for becoming a member of the FFA.
															5. Demonstrate acceptable appearance and conduct of FFA members.
															6. Demonstrate skills needed for participation in meetings.
															Unit II - Leadership II
															1. Describe the importance of good decision-making skills.
															2. Describe the responsibilities of members of an organization.
															3. Describe the major parts of the FFA Program of Activities.
															4. Describe the techniques involved in communicating in groups.
															5. Prepare and deliver a presentation.
															6. Demonstrate the use of parliamentary procedure in a meeting.
															Unit III - Leadership and Personal Development for Advanced Students
															1. Develop a resume and complete a job application.
															2. Develop a plan for finding a job.
															3. Describe how to apply and interview for a job.
															4. Describe the characteristics needed to develop desirable personal and social skills.
															5. Describe the importance and process of developing better human relationships.

LEADERSHIP AND PERSONAL DEVELOPMENT

UNIT I - LEADERSHIP I

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  TM 2.5: Area _____ Association of the FFA
  TM 2.6: Missouri Association of the FFA
  TM 2.7: National FFA Organization
  WS 2.1: History and Traditions of the FFA
  WS 2.2: Motto, Aims, and Purposes of the FFA
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OBJECTIVES

1. The student will be able to plan a program of personal development.

2. The student will be able to describe the background and tradition of the FFA.

3. The student will be able to describe opportunities provided by the FFA.

4. The student will be able to identify the requirements for becoming a member of the FFA.

5. The student will be able to demonstrate acceptable appearance and conduct of FFA members.

6. The student will be able to demonstrate skills needed for participating in meetings.

NOTE: Percent of accuracy should be set by instructors to reflect passing grades within their school systems.

COMPETENCIES

1. Plan a program of personal development.
2. Describe the background and tradition of the FFA.
3. Describe the opportunities provided by the FFA.
4. Identify requirements for becoming a member of the FFA.
5. Demonstrate acceptable appearance and conduct of FFA members.
6. Demonstrate skills needed for participation in meetings.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH

1. Show the motivational video, The Power of Choice, available from the Missouri Vocational Resource Center. The presenter, who was the Texas state FFA president in 1985-86, discusses the importance of having balance in one's life and what part agricultural education and the FFA plays in that balance. (25 min.)
2. Show one of the following videos available through the Missouri Vocational Resource Center:
    a) FFA; Why Not? (14 min.)
    b) FFA; Leadership for a Lifetime (11 min.)

EVALUATION

1. Give short, objective tests following each lesson and a more in-depth objective test at the conclusion of the unit.
2. Observe the changes in behavior as evidence of an improved ability of students to deal with problems in this unit using background information acquired from earlier units.
3. Observe students' attempts to solve similar problems in their supervised agricultural experience programs.

REFERENCES AND MATERIALS

1. Student References
    a) Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit I.
    b) Official FFA Manual. National FFA Organization, 1991. (Students should use the most current manual as a reference.)
2. Teacher References
    a) Agricultural Business Sales and Marketing. University of Missouri-Columbia: Instructional Materials Laboratory, 1984.

b) FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

c) Foster, Richard M.; Dann E. Husmann. Leadership Development in Agricultural Education. Lincoln, NE: Nebraska Department of Education, 1990.

d) Notgrass, Troy. Parliamentary Procedure - A Study Manual. Austin, TX: Extension Instruction and Materials Center, 1973.

e) Parliamentary Procedure for Youth Organizations. University of Missouri-Columbia: Instructional Materials Laboratory, n.d.

f) Robert, General Henry M. Robert's Rules of Order. New York, NY: Pyramid Books, 1970.

g) Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

h) Videos (available from the Missouri Vocational Resource Center, 10 London Hall, Columbia, MO 65211)

   1) FFA: Leadership for a Lifetime. Video. Creative Educational Video, Inc., 1988. 11 min.
   2) FFA: Why Not?. Video. Creative Educational Video, Inc., 1988. 14 min.
   3) Point of Order - An Introduction to and an Application of Roberts Rules of Order. Video. Taurian Telecorp, 1988. 30 min.
   4) The Power of Choice. Video. Creative Educational Video Inc., 1987. 25 min.

3. Computer Software

a) Agricultural Proficiency. Midwest Agribusiness Services, Inc., 6739 Glacier Drive, West Bend, WI 53095.

b) American Farmer. Midwest Agribusiness Services, Inc., 6739 Glacier Drive, West Bend, WI 53095.

c) Chapter Treasurer's Book. Camcon Software, 305 West Morenci Street, Lyonsm, OH 43533.

d) Effective Team Leadership. ASC Software Publishing, 256 Warner Milne Rd #4, P.O. Box 5034, Oregon City, OR 97045.

e) Farm and Food Bytes. Agri-Education, Inc., Box 456, Stratford, IA 50249.

f) Farm Fax - Parliamentary Procedure. ASC Software Publishing, 256 Warner Milne Rd #4, P.O. Box 5034, Oregon City, OR 97045.

g) Parliamentary Procedure/FFA Review. Hobar Publications, 1234 Tiller Lane, St. Paul, MN 55112.

UNIT I - LEADERSHIP I

Lesson 1: Benefits of Personal Development

Objective: The student will be able to plan a program of personal development.

Study Questions

1. **What personal qualities are needed for people who work in agricultural occupations?**
2. **What are important qualities of a leader?**
3. **Why should I improve my personal skills?**
4. **How can I plan my program of personal development?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit I.
2. Transparency Masters
    a) TM 1.1: Personal Skill Areas
    b) TM 1.2: Examples of Two Personality Wheels
3. Work Sheet
    a) WS 1.1: Personal Skills Rating Scale

Lesson 1: Benefits of Personal Development

TEACHING PROCEDURES

A. Introduction

Everyone has strengths and weaknesses in their personal skills. This lesson will look at students' personal qualities and why they may want to improve their skills. It will also look at which qualities are needed by leaders in agricultural occupations.

B. Motivation

1. Have a senior officer or a person from the community who displays good leadership qualities talk to the class about using personal strengths and improving personal weaknesses. Ask the person to discuss what it takes to improve weak areas.

2. Have students name people that are leaders in the school, community, state, and nation. Ask students what qualities these leaders have in common. Write the positions and the qualities of the leaders on the chalkboard. Ask students if these qualities can be obtained through education or practice.

C. Assignment

D. Supervised study

E. Discussion

1. Many qualities are needed by individuals in the agricultural industry. Ask students to name personal qualities generally needed in a wide variety of agricultural occupations. Write their answers on the chalkboard.

   What personal qualities are needed for people who work in agricultural occupations?

   a) Getting along with peers, customers, and supervisors
   b) Following oral and written directions
   c) Communicating both verbally and in writing
   d) Using time efficiently
   e) Working independently
   f) Solving problems and making decisions
   g) Demonstrating responsibility
   h) Demonstrating self-confidence
   i) Using equipment properly
   j) Demonstrating knowledge about agriculture
   k) Exhibiting personal integrity
   l) Using good personal skills

2. Have students discuss the qualities of leaders identified in the motivation. Ask students to identify other qualities that good leaders have.

What are important qualities of a leader?

a) Goal-oriented
b) Motivated
c) Hardworking
d) Cooperative
e) Open-minded
f) Good communicator
g) Knowledgeable
h) Self-confident
i) Good character
j) Compassionate

3. Ask students how improving their personal skills could help them. Discuss their answers.

Why should I improve my personal skills?

a) Increase self-confidence
b) Gain self-respect
c) Gain respect from others
d) Gain poise
e) Increase responsibility
f) Become more employable

4. Have students complete WS 1.1. Explain the rating scale. Have the students add the scores for each area and plot the scores by shading in the areas on the wheel. Point out that a wheel out of round will not roll well. A person who does not have a well-rounded personality will also run into difficulties. Have students look at TM 1.2 to determine which person has a more positive impression of his or her personal skills.

How can I plan my program of personal development?

a) Analyze yourself
    1) Physical characteristics
    2) Responsibility
    3) Communication skills
    4) Character
    5) Cooperation
b) Identify personal strong and weak areas
c) Set goals for improvement
d) Determine a plan of action to achieve goals

F. Other activities

1. Have students list ways they have been formal or informal leaders in the past month or year.

2. Have each student take another copy of the rating instrument and have a friend or teacher fill it out with his or her perception of the student. This could give students some insight into how other people perceive them.

3. Have students write a one page report about a leader, describing the qualities that make him or her a leader.

4. Have students compare what personal skills are needed for different agricultural careers. At Thompson Nursery, for example, a landscape designer needs a knowledge of plants, the ability to work with people, and skills in landscape design. A laborer needs to be able to follow directions and have a basic knowledge about plants.

5. Have students reevaluate themselves several times during the year by using the Personal Skills Rating Scale, WS 1.1

G. Conclusion

Many personal skills are needed in leadership positions in all occupations. These skills can be improved with a plan for attaining these goals. Most of the qualities of a leader can be learned with study and practice.

H. Competency

Plan a program of personal development.

I. Answers to Evaluation

1. d
2. b
3. d
4. c
5. a
6. Answers will vary.

J. Answers to WS 1.1 - Personal Skills Rating Scale

Answers will vary.

UNIT I - LEADERSHIP I

Name ____________________

Lesson 1: Benefits of Personal Development

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. What must be done before a person can determine a plan of action to achieve his or her goals?

    a. Self analysis
    b. Identify strong and weak areas
    c. Set goals for personal improvement
    d. All of the above

2. Which of the following are qualities of a good leader?

    a. Bossy, hardworking, motivated
    b. Goal-oriented, good character, cooperative
    c. Open-minded, knowledgeable, over-confident
    d. All of the above

3. What types of people must workers in agricultural occupations be able to get along with?

    a. Peers, parents, senior citizens
    b. Customers, coaches, kids
    c. Supervisors, parents, the boss' spouse
    d. Peers, supervisors, customers

4. Which of the following are not qualities needed for persons employed in agricultural jobs (as discussed in class)?

    a. Solve problems and make decisions
    b. Get along with peers, customers, and supervisors
    c. Be able to answer all customer questions
    d. Exhibit personal integrity

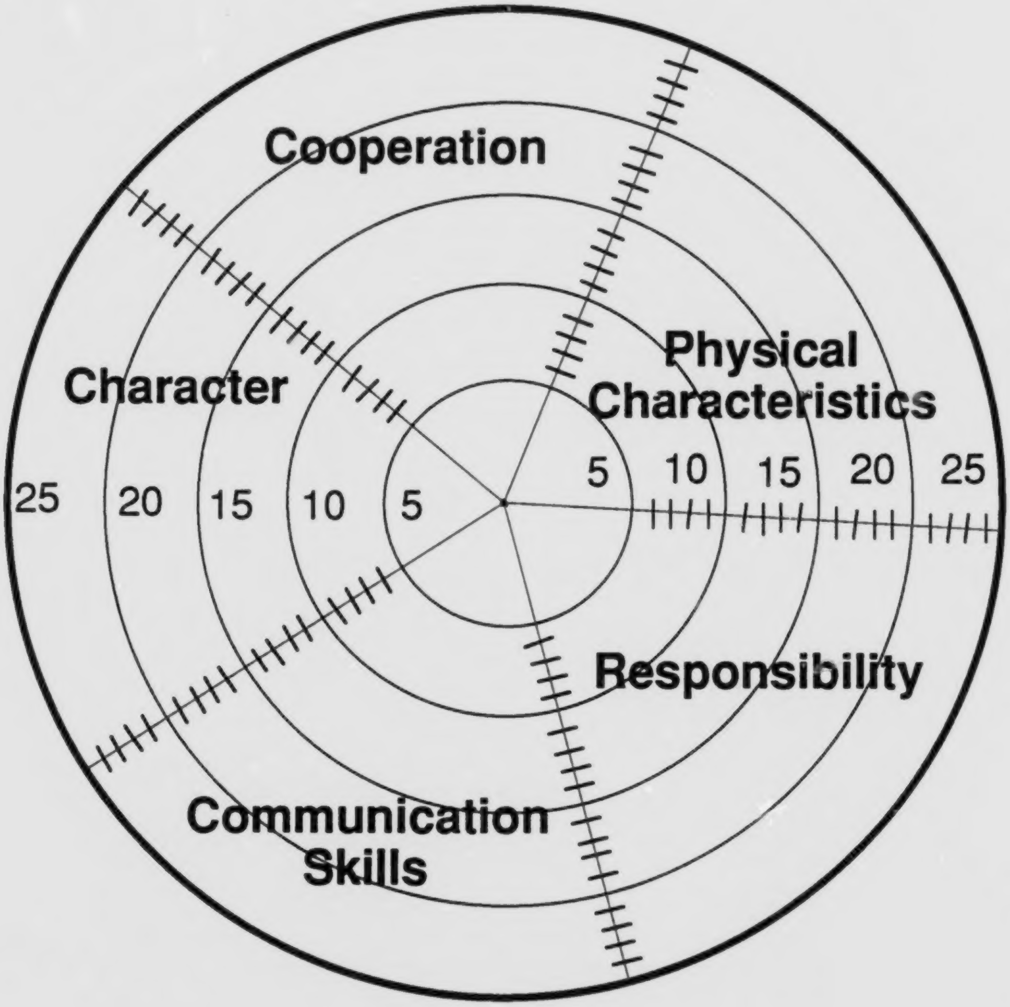
5. Which of the following are not qualities of a leader (as discussed in class)?

    a. Motivated and attractive
    b. Cooperative and self-confident
    c. Good character and goal-oriented
    d. Knowledgeable and hardworking

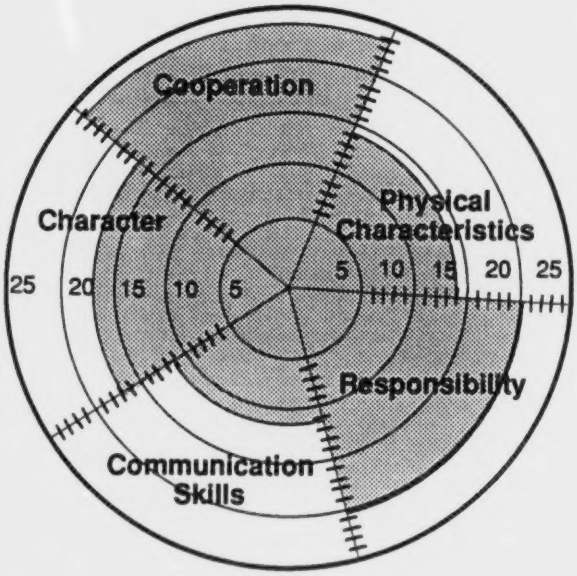
Complete the following short answer question.

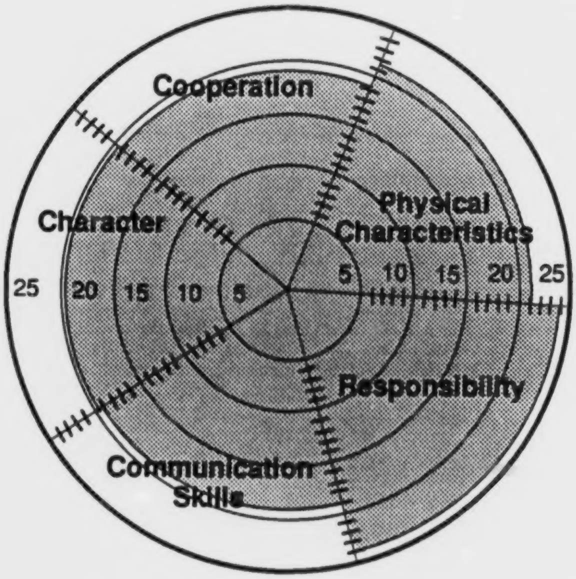
6. **Give two personal areas where you need improvement and give three possible suggestions of how to improve each area.**

Personal Skill Areas



Examples of Two Personality Wheels





UNIT I - LEADERSHIP I WS 1.1

Lesson 1: Benefits of Skill Development Name ____________

PERSONAL SKILLS RATING SCALE

This is an inventory of your personal skills. Put an X in the appropriate box following each personal skill characteristic that best describes you. 5 = Strong Agreement, 4 = Agreement, 3 = Average, 2 = Disagreement, 1 = Strong Disagreement

PERSONAL SKILLS	5	4	3	2	1
Physical Characteristics					
1. Good health					
2. Well-groomed					
3. Dress appropriately					
4. Alert and poised posture					
5. Mannerisms are appropriate					
Total Physical Characteristics					
Responsibility					
1. Exhibit positive leadership					
2. Punctual					
3. Dependable					
4. Work independently					
5. Persistent					
Total Responsibility					
Communication Skills					
1. Seek and listen to ideas of others					
2. Tactful					
3. Sincere interest in others					
4. Communicate effectively in writing					
5. Communicate effectively verbally					
Total Communication Skills					
Character					
1. Integrity					
2. Honesty					
3. Loyalty					
4. Cheerfulness					
5. Courtesy					
Total Character					
Cooperation					
1. Conscientious					
2. Participate					
3. Efficient					
4. Help others					
5. Only accept realistic work loads					
Total Cooperation					

UNIT I - LEADERSHIP I

Lesson 2: Background and Tradition of the FFA

Objective: The student will be able to describe the background and tradition of the FFA.

Study Questions

1. **Why is the FFA part of the agricultural education program?**
2. **Describe the history and tradition of the FFA.**
3. **What are the motto, aim, and purposes of the FFA?**
4. **What are the levels of organization of the FFA?**
5. **What are the major activities of the local chapter?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit I.
2. Official FFA Manual. National FFA Organization, 1991. (Students should use the most current manual as a reference.)
3. Transparency Masters
    - a) TM 2.1: Relationship of FFA to the Agricultural Education Program
    - b) TM 2.2: The Five Symbols
    - c) TM 2.3: Organization of the FFA
    - d) TM 2.4: Local FFA Officers
    - e) TM 2.5: Area _____ Association of the FFA
    - f) TM 2.6: Missouri Association of the FFA
    - g) TM 2.7: National FFA Organization
4. Work Sheets
    - a) WS 2.1: History and Traditions of the FFA
    - b) WS 2.2: Motto, Aims, and Purposes of the FFA
    - c) WS 2.3: Local FFA Officers
    - d) WS 2.4: Area _____ Association of the FFA
    - e) WS 2.5: Missouri Association of the FFA
    - f) WS 2.6: National FFA Organization
    - g) WS 2.7: Local Activities

Lesson 2: Background and Tradition of the FFA

TEACHING PROCEDURES

A. Review

Personal skills needed in agricultural occupations and in leadership positions can be learned with study and practice. Students should have a plan of action to develop their personal skills. The FFA provides many opportunities for developing these skills.

B. Motivation

Have one of the chapter officers come in official dress to talk to the class about the benefits of FFA and local chapter activities.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students to discuss what intra-curricular means and how the FFA organization differs from other student organizations. Use TM 2.1 to show how the three areas of agricultural education interrelate.

Why is the FFA part of the agricultural education program?

a) The FFA is an organization for students enrolled in agricultural education courses.
b) The FFA is one of the three areas of agricultural education.
    1) Instruction
    2) Supervised Agricultural Experience
    3) FFA
c) The FFA is an intra-curricular part of agricultural education designed to help students develop personal and leadership skills.

2. Have students answer the questions on WS 2.1 using the Official FFA Manual. The italicized words in the outline are the answers for the work sheet. Use TM 2.2.

Describe the history and tradition of the FFA.

a) The *Smith-Hughes Vocational Education* Act provided funds and encouragement for establishing high school courses in vocational agriculture.
b) The Smith-Hughes Act was enacted in *1917*.
c) The first National convention of the FFA was held in *Kansas City, Missouri* in *1928*.
d) The FFA Creed was adopted in *1930*.
e) The *National FFA Foundation* was formed in 1944.
f) Official recognition of the FFA came in 1951 when Congress passed *Public Law 740*.
g) The National Future Farmer magazine was started in *1952*.
h) Members of the New Farmers of America organization consisted of *black agricultural students* from segregated schools. This organization joined with the FFA in 1965.
i) Girls were first admitted to membership in the FFA in *1969*.

j) The National FFA Alumni Association was formed in *1971*.

k) The Future Farmers of America organization changed its name to the National FFA Organization in *1988*.

l) The FFA magazine changed its name to FFA New Horizons in *1989*.

m) The five symbols in the FFA Emblem are the *cross section of an ear of corn, rising sun, plow, owl, and eagle*.

n) The five symbols in the FFA Emblem represent:
   1) *corn - common agricultural interests*
   2) *rising sun - progress in agriculture*
   3) *plow - labor and tillage of the soil*
   4) *owl - wisdom and knowledge*
   5) *eagle - national scope of the organization*

o) The official FFA colors are *national blue* and *corn gold*.

p) The four kinds of FFA membership are *active, collegiate, honorary, and alumni*.

q) Another name for the FFA Salute is *"The Pledge of Allegiance."*

r) The total FFA membership is (refer to the current manual).

s) The Missouri Association of the FFA was chartered in 1929, with charter number 28. Missouri has (refer to the current manual) chapters and has (refer to the current manual) members.

NOTE: The instructor will need to provide the answers to "r" and "s."

3. Have students complete the blanks on WS 2.2. Ask students what they think the purpose of the FFA is. Discuss their responses. The italicized words in the outline are the answers to the work sheet.

What are the motto, aim, and purposes of the FFA?

a) The FFA Motto is:
Learning to do,
Doing to learn,
Earning to Live,
Living to Serve

b) The primary aim of the FFA is the *development of agricultural leadership, cooperation, and citizenship*.

c) The purposes of the FFA are:
   1) To develop competent and assertive *agricultural leadership*
   2) To develop an awareness of the *global importance of agriculture* and its contribution to our well-being
   3) To *strengthen the confidence* of agriculture students in themselves and their work
   4) To promote the *intelligent choice* and establishment of an *agricultural career*
   5) To *stimulate development* and *encourage achievement* in individual agricultural experience programs
   6) To improve the *economic, environmental, recreational,* and *human* resources of the community
   7) To develop competencies in *communications, human relations, and social abilities*
   8) To *develop character*, train for useful *citizenship, and foster patriotism*
   9) To build *cooperative attitudes* among agriculture students
   10) To encourage wise *management of resources*
   11) To encourage *improvement in scholarship*
   12) To provide organized *recreational activities* for agriculture students

4. Bring examples of other organizational charts to class, including the local school system. Discuss how the charts are different. Discuss how the FFA organization is run. Use TM 2.3 to show how the levels of the FFA fit together. Use TMs 2.4 - 2.7 as indicated. Have students complete WSs 2.3 - 2.6 where indicated.

   What are the levels of organization of the FFA?

   a) Local chapter **(TM 2.4/WS 2.3)**
      1) The members are the foundation on which the entire organization is built.
      2) Direct input comes from the members to the chapter executive committee.
      3) The chapter executive committee directs the activities of the chapter.
      4) The executive committee is made up of the chapter officers and the advisor.
      5) Other direct input comes to the executive committee from standing committees.
      6) Indirect input to the executive committee comes from:
         (a) School administration
         (b) Local agricultural education advisory committee
         (c) Local FFA Alumni Affiliate
   b) Area association **(TM 2.5/WS 2.4)**
      1) There are 13 area associations in Missouri.
      2) Members of each chapter pass ideas about the area association through the chapter's executive committee.
      3) Each chapter makes its wishes known through the delegates it sends to area meetings.
   c) State association **(TM 2.6/WS 2.5)**
      1) The state executive committee directs the activities of the state association.
      2) Members' ideas can be expressed by the chapter's delegates to the State FFA Convention.
      3) Indirect input is made by the state FFA Alumni Association and the area associations.
   d) National organization **(TM 2.7/WS 2.6)**
      1) The activities of the national organization are directed by the National FFA Board of Directors and student officers, chaired by the National FFA Advisor.
      2) The FFA supply service is the official source of FFA materials, jackets, and other merchandise.

5. Local activities are a very important part of the FFA experience. Bring in copies of the chapter scrapbooks, a slide show, or a videotape on local activities. Have students try to complete WS 2.7 on chapter activities. If they cannot find the answers, allow them to fill them in during the discussion.

   What are the major activities of the local chapter?

   NOTE: This answer will need to be provided by the local advisor.

F. Other activity

Have an area or state FFA officer talk to the class about opportunities and benefits from the FFA.

G. Conclusion

The FFA is an intra-curricular student organization for agricultural education students. The primary aim of the FFA is to develop agricultural leadership, cooperation, and citizenship. The FFA is an organization that is based on the local students.

H. Competency

Describe the background and tradition of the FFA.

I. Answers to Evaluation

1. b
2. a
3. c
4. b
5. d
6. d
7. a
8. b
9. c
10. d
11. a
12. c
13. b

14. Learning to do,
    Doing to learn,
    Earning to Live,
    Living to Serve

15. corn
    rising sun
    plow
    owl
    eagle

16. Answers will vary.

17. Answers will vary.

J. Answers to Work Sheets

WS 2.1 - History and Traditions of the FFA

The answers are italicized in the answer to study question 2.

WS 2.2 - Motto, Aims, and Purposes of the FFA

The answers are italicized in the answer to study question 3.

WS 2.3 through WS 2.7 - The instructor will need to determine if answers are appropriate.

UNIT I - LEADERSHIP I　　　　Name ____________

Lesson 2: Background and Tradition of the FFA　　　　Date ____________

EVALUATION

Circle the letter that corresponds to the best answer.

1. What are the three integral elements of agricultural education?

   a. Livestock, crops, irrigation
   b. FFA, SAE, instruction
   c. Shop, classroom, school farm
   d. All of the above

2. What is the primary aim of the FFA?

   a. Development of agricultural leadership, cooperation, and citizenship
   b. Development of superior farmers
   c. Development of good workers in agriculture
   d. Development of farmers in agriculture

3. What is the foundation of the entire FFA organization?

   a. Agricultural jobs
   b. Officers
   c. Members
   d. Agriculture teachers

4. Where was the first National FFA Convention held?

   a. Washington, D.C.
   b. Kansas City, Missouri
   c. Arlington, Virginia
   d. Alexandria, Virginia

5. Which of the following is not a type of membership in the FFA?

   a. Active
   b. Alumni
   c. Collegiate
   d. Delegate

Match the words on the right that correspond best with the statement on the left.

____	6.	Act that provided funds for agriculture	a.	FFA Alumni
____	7.	Organization that provides support for the FFA	b.	FFA Supply Service
____	8.	Sells FFA jackets, clothing, and materials	c.	FFA New Horizons
____	9.	FFA Magazine	d.	Smith Hughes

Match the year on the right that corresponds best with the event on the left.

____ 10. Girls first admitted in the FFA — a. 1928

____ 11. First National Convention — b. 1988

____ 12. Year Missouri was chartered into FFA — c. 1929

____ 13. Year that the organization changed its name to the National FFA Organization — d. 1969

Complete the following short answer questions.

14. What is the Motto of the FFA?

15. What are the five symbols in the FFA Emblem?

    a.
    b.
    c.
    d.
    e.

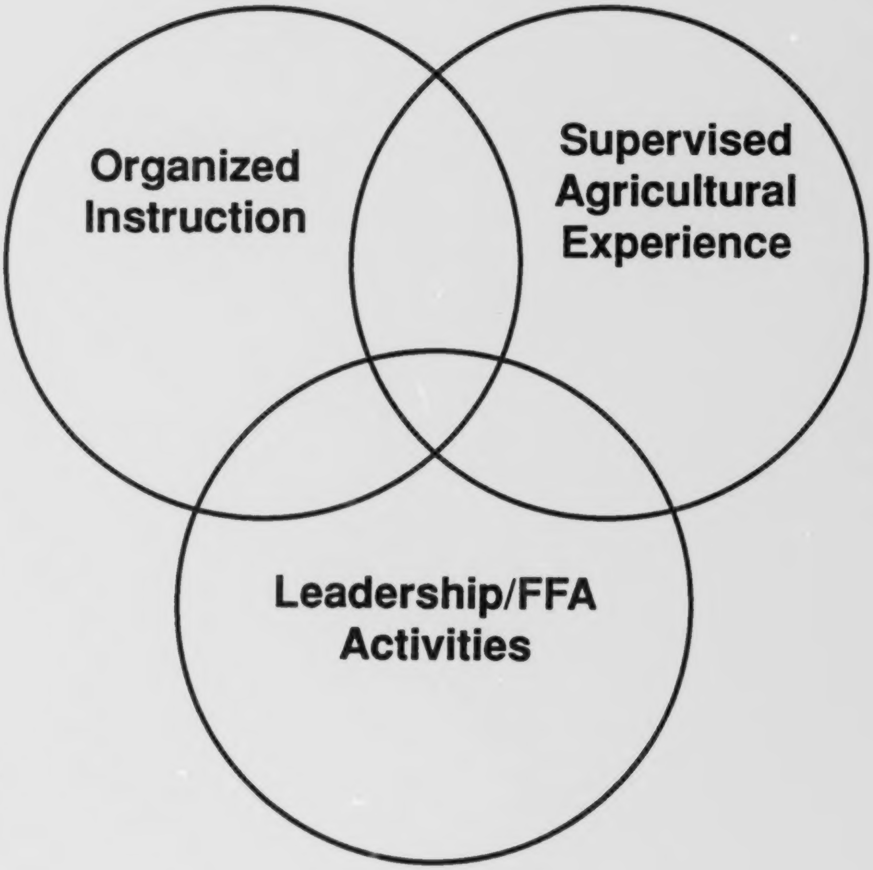
16. List four chapter offices and the name of the member in each office.

    a.
    b.
    c.
    d.

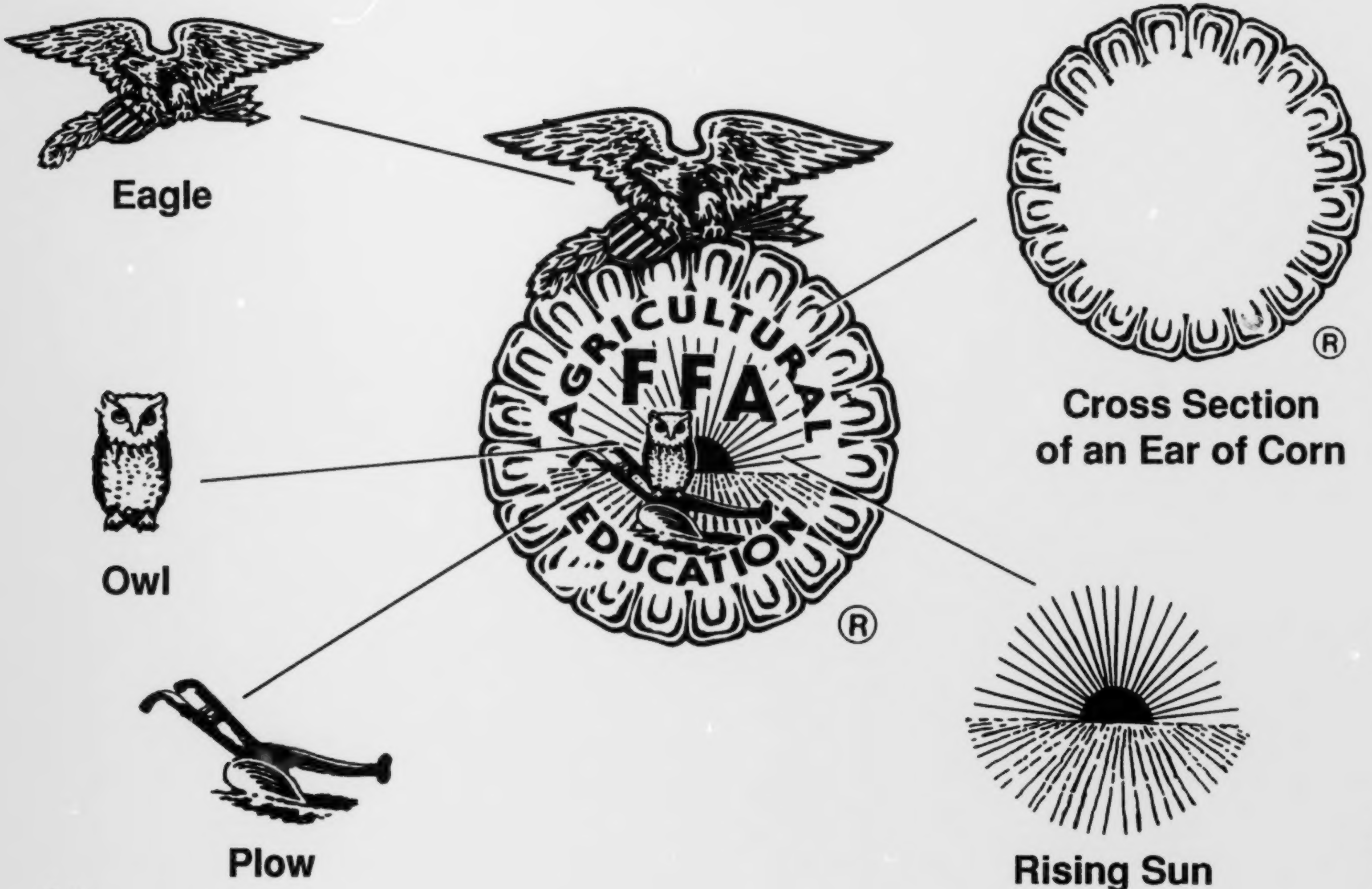
17. List four activities special to the local chapter.

    a.
    b.
    c.
    d.

Relationship of FFA to the Agricultural Education Program

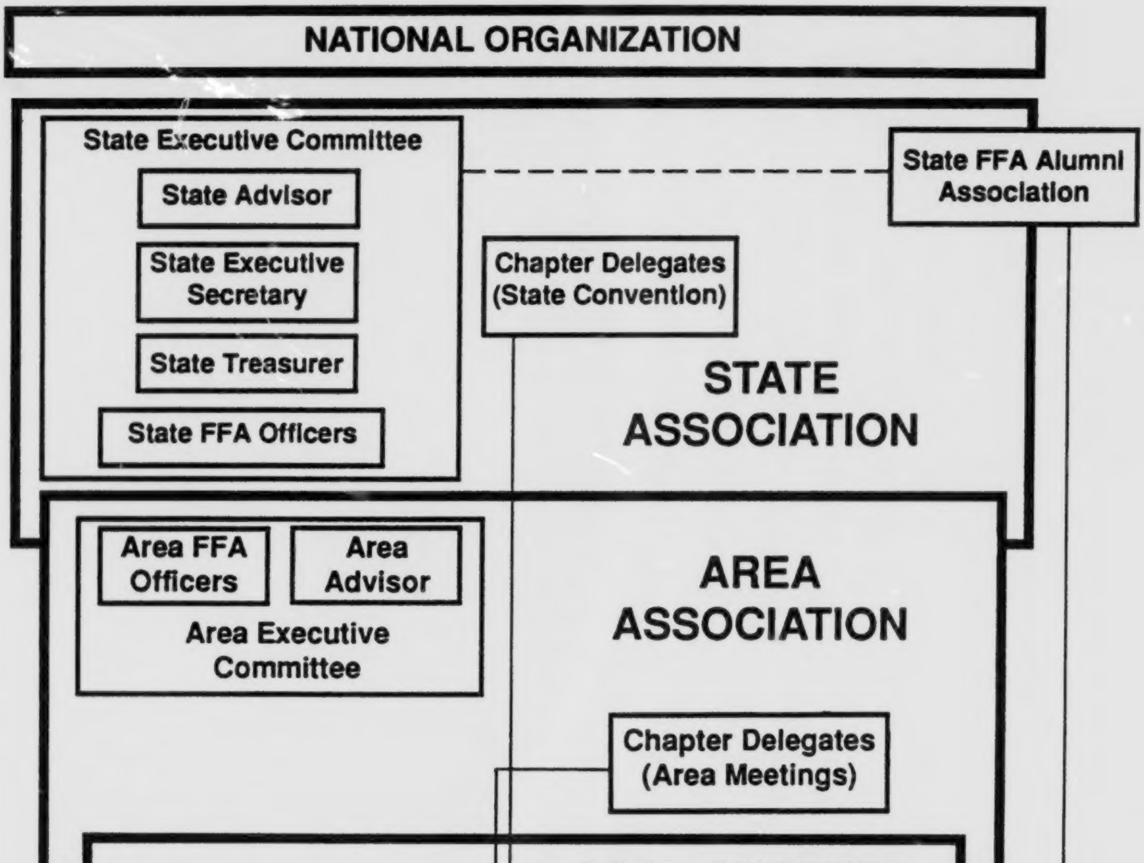


The Five Symbols



TM 2.2

FFA Organization



TM 2.4
WS 2.3

Local FFA Officers

Officer:	**Phone Number:**
President: ____________________	____________
Vice President: ________________	____________
Secretary: ____________________	____________
Treasurer: ____________________	____________
Reporter: _____________________	____________
Sentinel: _____________________	____________
Advisor: ______________________	____________

Other: (Optional)

____________________________	____________
____________________________	____________
____________________________	____________

Area ________________
Association of the FFA

Officers:

President: ____________________________

Vice President: _________________________

Secretary: ____________________________

Treasurer: ____________________________

Reporter: ____________________________

Sentinel: ____________________________

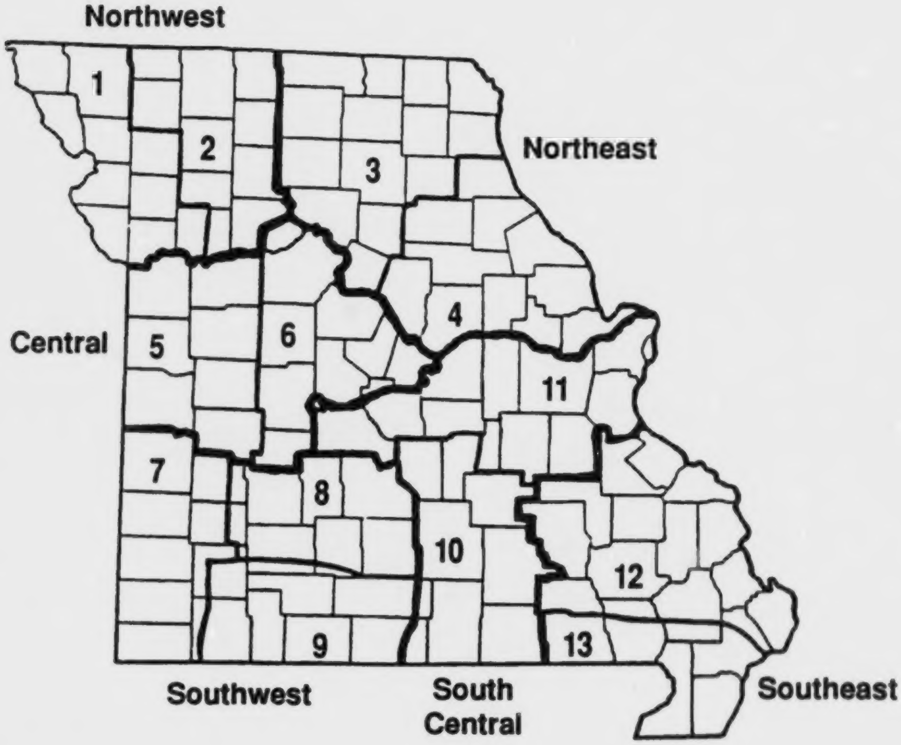
Advisor: ____________________________

Other: (Optional)

____

____

____

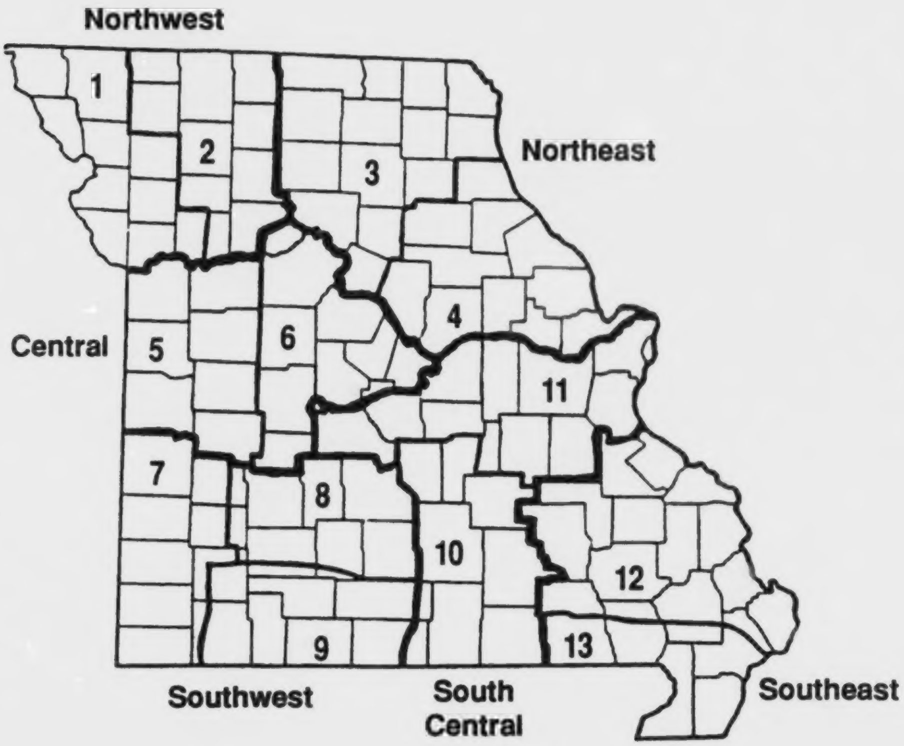


TM 2.6
WS 2.5

Missouri Association of the FFA

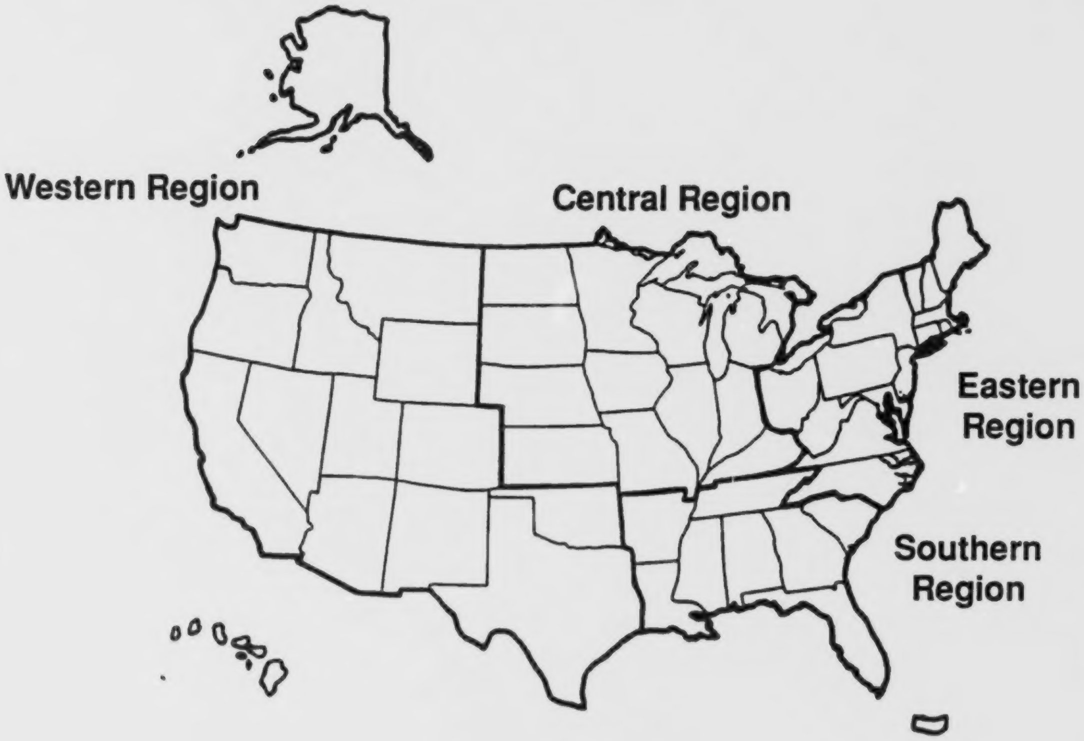
Officers:

President: ____________________
First Vice President: ____________________
Secretary: ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
Vice President, Area: ______ ____________________
State Advisor: ____________________
State Executive Secretary: ____________________
State Treasurer: ____________________



TM 2.7
WS 2.6

National FFA Organization



Officers:

President: ____________________

Secretary: ____________________

Vice President, Central Region: ____________________

Vice President, Eastern Region: ____________________

Vice President, Southern Region: ____________________

Vice President, Western Region: ____________________

National Advisor: ____________________

National Executive Secretary: ____________________

National Treasurer: ____________________

Lesson 2: Background and Tradition of the FFA

Name ____________ _____

HISTORY AND TRADITIONS OF THE FFA

Complete the following by filling in the blanks or answering the questions.

1. The ________________________ Act provided funds and encouragement for establishing high school courses in vocational agriculture.
2. What year was this act enacted? _________
3. The first National Convention of the FFA was held in ______________________ (place) in ________ (date).
4. What year was the FFA Creed adopted? _________
5. What was formed in 1944? ______________________
6. Official recognition of the FFA came in 1951 when Congress passed ______________________.
7. The National Future Farmer magazine was started in _________.
8. The New Farmers of America organization merged with the FFA in 1965. Who were the members of the New Farmers of America organization? ______________________
9. Girls were first admitted to membership in the FFA in _________.
10. The National FFA Alumni Association was formed in _________.
11. The Future Farmers of America organization changed its name to ______________________ in _________.
12. The FFA magazine changed its name to ______________________ in 1989.
13. What are the five symbols in the FFA Emblem?
    a.
    b.
    c.
    d.
    e.

14. What do the five symbols in the FFA Emblem represent?

a.

b.

c.

d.

e.

15. The official FFA colors are ________________________ and ________________________.

16. What are the four kinds of FFA membership?

a.

b.

c.

d.

17. What is another name for the FFA Salute? ________________________

18. What is the total FFA membership? _________

19. Information about the Missouri Association of the FFA

a. Year chartered _________

b. Charter number _________

c. Number of chapters in Missouri _________

d. Missouri FFA membership _________

Lesson 2: Background and Tradition of the FFA Name ____________

MOTTO, AIM, AND PURPOSES OF THE FFA

Complete the following short answer questions.

1. What is the FFA Motto?

2. What is the primary aim of the FFA? ____

____

3. What are the purposes of the FFA? (Fill in the blanks.)

   a. To develop competent and assertive ______________.

   b. To develop an awareness of the ______________ and its contribution to our well-being.

   c. To ______________ of agriculture students in themselves and their work.

   d. To promote the ______________ and establishment of an ______________.

   e. To ______________ and ______________ in individual agricultural experience programs.

   f. To improve the ______________ and ______________ resources of the community.

   g. To develop competencies in ______________ and ______________.

   h. To ______________, train for useful ______________ and ______________.

   i. To build ______________ among agriculture students.

   j. To encourage wise ______________ of ______________.

   k. To encourage ______________ in ______________.

   l. To provide organized ______________ for agriculture students.

Lesson 2: Background and Tradition of the FFA

Name ______________

CHAPTER ACTIVITIES

1. How many members did this chapter have last year? ________
2. What year was this chapter charted? ________
3. Does this chapter have an FFA Alumni chapter? ________
4. If there is an alumni chapter, how many members does it have? ________
5. Who are the members of the agricultural Education Advisory Committee? ______________

____

6. What are three types of projects that can be shown at the county fair?

   a.
   b.
   c.

7. What is the chapter's most important achievement? ______________________
8. What is the most important individual achievement in this chapter? ______________________

   ____

9. What are three contests that this chapter participates in?

   a.
   b.
   c.

10. What were three chapter activities last year?

    a.
    b.
    c.

11. Who was this chapter's most recent member receiving the State FFA Degree? ______________

    ____

UNIT I - LEADERSHIP I

Lesson 3: Opportunities of the FFA

Objective: The student will be able to describe opportunities provided by the FFA.

Study Questions

1. **What award opportunities are provided by the FFA?**
2. **What scholarship opportunities are available through the FFA?**
3. **What contest opportunities are provided by the FFA?**
4. **What additional opportunities are provided by the FFA?**
5. **What are the FFA degrees?**
6. **How is the chapter's Program of Activities used?**
7. **How does involvement in FFA activities promote good citizenship?**

References

1. Official FFA Manual. National FFA Organization, 1991.
   (Students should use the most current manual as a reference.)
2. Work Sheet
   a) WS 3.1: Opportunities for Individuals in the FFA

Lesson 3: Opportunities of the FFA

TEACHING PROCEDURES

A. Review

The FFA is a student organization for agricultural education students. The FFA develops agricultural leaders through involvement in FFA activities. The FFA also provides opportunities for awards of achievement.

B. Motivation

1. Arrange a display of medals, plaques, trophies, and sample checks that students can win or help win. Show students what individual and team awards can be won by members at the local, area, state, and national levels.
2. Have students that have won awards or have been on winning contest teams talk to the class about their experiences.
3. Show one of the motivational FFA films on success in the FFA.

C. Assignment

D. Supervised study

E. Discussion

NOTE: Students should refer to the Official FFA Manual to answer the questions for this lesson.

1. Ask students what opportunities they plan to take advantage of or that a friend or relative has taken part in. Show a slide show or video of local achievements. Work Sheet 3.1 can be used to show what opportunities are available at different levels. This work sheet should be used with study questions one through five. Have students place an "x" in the columns for participation level or indicate the award available at each level.

What award opportunities are provided by the FFA?

a) Awards
    1) Achievement Awards recognize classroom achievements and FFA involvement.
    2) Achievement in Volunteerism Awards recognize the chapter member leading the efforts of the chapter in Building Our American Communities programs.
    3) Computers in Agriculture Awards recognize students for innovative incorporation of computer technology into agriculture.
    4) Proficiency Awards recognize members with outstanding Supervised Agricultural Experience programs.
        (a) Agricultural Electrification
        (b) Agricultural Mechanics
        (c) Agricultural Processing
        (d) Agricultural Sales and/or Services
        (e) Beef Production
        (f) Cereal Grain Production

        - (g) Dairy Production
        - (h) Diversified Crop Production
        - (i) Diversified Livestock Production
        - (j) Feed Grain Production
        - (k) Fiber Crop Production
        - (l) Floriculture
        - (m) Forest Management
        - (n) Forage Production
        - (o) Fruit and/or Vegetable Production
        - (p) Home and/or Farmstead Improvement
        - (q) Horse Proficiency
        - (r) Nursery Operations
        - (s) Oil Crop Production
        - (t) Outdoor Recreation
        - (u) Placement in Agricultural Production
        - (v) Poultry Production
        - (w) Sheep Production
        - (x) Soil and Water Management
        - (y) Specialty Animal Production
        - (z) Specialty Crop Production
        - (aa) Swine Production
        - (bb) Turf and Landscape Management
        - (cc) Wildlife Management
    - 4) Star Awards recognize the outstanding member at each degree level.
        - (a) Star Greenhand
        - (b) Star Chapter Farmer
        - (c) Star Chapter Agribusinessman
        - (d) Star Area Farmer
        - (e) Star Area Agribusinessman
        - (f) Star State Farmer
        - (g) Star State Agribusinessman
        - (h) Star Farmer of America
        - (i) Star Agribusinessman of America
    - 5) Agriscience Awards recognize members for developing an agriscience program.

2. Have students continue to fill in WS 3.1. Discuss scholarship opportunities available through the FFA. Scholarships may be from local, state, or national supporters. Discuss some scholarships that previous students have been awarded.

   What scholarship opportunities are available through the FFA?

   Scholarships are available to many FFA members each year for college or vocational/technical school.
   - a) Scholarships are provided by special project sponsors and the FFA Foundation.
   - b) Scholarships can be up to $7,500.

3. Discuss the many contest opportunities provided by the FFA. If previous students have won district, state, or national awards, ask them to speak to the class.

   What contest opportunities are provided by the FFA?

   - a) FFA Contests
       - 1) Public Speaking
           - (a) Creed Speaking Contest

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        - (b) Prepared Public Speaking Contest
        - (c) Extemporaneous Speaking Contest
    - 2) Parliamentary Procedure
    - 3) FFA Knowledge
- b) Judging contests allow students to demonstrate technical skills in a competitive setting.
    - 1) National contests
        - (a) Agricultural Mechanics
        - (b) Dairy Cattle
        - (c) Dairy Foods
        - (d) Farm Business Management
        - (e) Floriculture
        - (f) Forestry
        - (g) Livestock
        - (h) Meats Technology and Evaluation
        - (i) Nursery/Landscape
        - (j) Poultry
        - (k) Agricultural Sales
    - 2) Additional state contests
        - (a) Field Crops
        - (b) Soils
        - (c) Entomology
- c) Other contests in Missouri
    - 1) Missouri Institute of Cooperatives (MIC) Public Speaking Contest
    - 2) Missouri Farm Bureau Public Speaking Contest
    - 3) Missouri Pork Producers Speaking Contest
    - 4) Missouri Fairs and Festivals Speaking Contest
    - 5) Missouri Ruralist - Essay Contest
    - 6) Missouri Agribusiness Academy

4. Discuss additional opportunities that are provided by the FFA. Ask a junior or senior who has attended a leadership camp or national convention or held a local, area, state, or national office speak to the class.

What additional opportunities are provided by the FFA?

- a) State and national conventions
- b) Leadership camps and conferences
- c) International opportunities
- d) Local, area, state, and national FFA offices
- e) Exhibiting at the local, county, district, and state fairs
- f) Band, chorus, and talent
- g) Up With Agriculture - Garst Seeds Essay Contest
- h) Lincoln Arc Welding Awards

5. Pass out an application for the Greenhand FFA Degree. Discuss what students need to do to earn the degree.

What are the FFA degrees?

- a) Greenhand FFA Degree
- b) Chapter FFA Degree
- c) State FFA Degree
- d) American FFA Degree

6. Pass out a neatly produced copy of the chapter's Program of Activities. Ask students how they feel it could be used and discuss their answers.

   How is the chapter's Program of Activities used?

   a) As a plan of action to accomplish chapter goals
   b) To help achieve total participation from chapter members
   c) To provide for evaluation and improvement of the chapter's activities
   d) Areas of the Program of Activities
      1) Supervised Agricultural Experience
      2) Scholarship
      3) Recreation
      4) Cooperation
      5) Public relations
      6) Community service
      7) Participation in state and national activities
      8) Leadership
      9) Earnings, savings, and investments
      10) Alumni relations
      11) Conduct of meetings
      12) Membership development

7. Have students look at the purposes of the FFA in the front of the FFA Manual and find the purposes that encourage good citizenship. Ask them how the FFA would help to improve those aspects of citizenship.

   How does involvement in FFA activities promote good citizenship?

   a) By developing competent and assertive leaders to serve
   b) By developing students' global awareness
   c) By helping students to improve economic, environmental, recreational, and human resources of their community
   d) By developing character, training for useful citizenship, and fostering patriotism
   e) By building cooperative attitudes
   f) By encouraging wise management of resources

F. Other activities

1. Pass out an application for proficiency awards to each student in the area of his or her Supervised Agricultural Experience Program. Go over an application and explain what is needed to win awards at the local, area, state, and national levels.

2. Make an SAE bulletin board with pictures of students and their programs. Include students that have won proficiency awards or other honors.

3. Break the class into groups of three or four students. Have each group analyze an area of the Program of Activities to see what the chapter does and if any possible improvements can be made.

4. Have each student look at the list of opportunities and find two or three to start working towards. Help each student find some ways to start moving toward the goals.

G. Conclusion

Many opportunities are available to FFA members at the local, area, state, and national levels. Opportunities are available to direct the chapter by becoming an officer or by helping to develop the chapter's Program of Activities. Success in the FFA can be gained by competing in contests and earning FFA degrees.

H. Competency

Describe the opportunities provided by the FFA.

I. Answers to Evaluation

1. c
2. d
3. b
4. c
5. b
6. a
7. d
8. Answers will vary.

9. Two of the following:
    a) By developing competent and assertive leaders to serve
    b) By developing students global awareness
    c) By helping students to improve economic, environmental, recreational and human resources of their community
    d) By developing character, training for useful citizenship, and fostering patriotism
    e) By building cooperative attitudes
    f) By encouraging wise management of resources

10. Answers may include three of the following:
    a) Missouri Institute of Cooperatives (MIC) Public Speaking Contest
    b) Missouri Farm Bureau Public Speaking Contest
    c) Missouri Pork Producers Speaking Contest
    d) Missouri Fairs and Festivals Speaking Contest
    e) Missouri Ruralist - Essay Contest
    f) Missouri Agribusiness Academy

J. Answers to WS 3.1 - Opportunities for Individuals in the FFA

This work sheet is provided for discussion purposes. The instructor may want to assign a grade for completing the work sheet.

UNIT I - LEADERSHIP I

Name ____________________

Lesson 3: Opportunities of the FFA

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which award recognizes the leading individual effort of the chapter BOAC program?

   a. Top community servant
   b. Home and farmstead improvement award
   c. Achievement in volunteerism award
   d. BOAC chairperson award

2. What is the award for the best production agriculture person?

   a. National Officers
   b. Greenhand FFA Degree
   c. Star National Farmer
   d. Star Farmer of America

3. Which of the following contests is not offered at the national level?

   a. Dairy Cattle
   b. Field Crops
   c. Forestry
   d. Nursery/Landscape

4. What provides the course of action to accomplish chapter goals?

   a. Contests
   b. Public relations
   c. Program of activities
   d. Chapter goals outline

5. What is the first FFA degree?

   a. Chapter FFA degree
   b. Greenhand FFA degree
   c. Chapter agriculturalist degree
   d. None of the above

6. Which of the following is not a section of the Program of Activities?

   a. Sportsmanship
   b. Leadership
   c. Scholarship
   d. Public relations

7. Which of the following are FFA Proficiency Award areas?

   a. Beef production, swine production, and turkey production
   b. Nursery operations, forage production, and pasture management
   c. Landscape design, landscape maintenance, and floriculture
   d. Wildlife management, dairy production, and agricultural mechanics

Complete the following short answer questions.

8. List four different types of opportunities offered by the FFA.

9. Give two examples of how FFA promotes good citizenship.

10. What are three other contest opportunities available in Missouri?

Lesson 3: Opportunities of the FFA

Name ___________________

OPPORTUNITIES FOR INDIVIDUALS IN THE FFA

(Level of Participation or Award Available for Winning)

Activity or Award	Local	Area	District	State	National
1. Achievement in Volunteerism					
2. Computers in Agriculture					
3. Proficiency Awards					
4. Star Greenhand					
5. Star Chapter Farmer/Star Chapter Agribusinessman					
6. Star Area Farmer/Star Area Agribusinessman					
7. Star State Farmer/Star State Agribusinessman					
8. Star Farmer of America/Star Agribusinessman of America					
9. Agriscience Award					
10. Scholarships					
11. Creed Speaking Contest					
12. Prepared Public Speaking					
13. Extemporaneous Speaking					
14. Judging Contests*					
15. Parliamentary Procedure					
16. FFA Knowledge					
17. MO Institute of Cooperative Public Speaking Contest					
18. MO Farm Bureau Public Speaking Contest					
19. MO Pork Producers Speaking Contest					
20. MO Fairs and Festivals Speaking Contest					
21. MO Ruralist Essay Contest					

Activity or Award	Local	Area	District	State	National
22. MO Agribusiness Academy					
23. Conventions					
24. Leadership Camps/Conferences					
25. International Opportunities					
26. Offices					
27. Fairs/Shows					
28. Band					
29. Chorus					
30. Talent					
31. Greenhand FFA Degree					
32. Chapter FFA Degree					
33. State FFA Degree					
34. American FFA Degree					
35. Other:					
36. Other:					
37. Other:					
38. Other:					

*Field Crops, Entomology, and Soils are not offered at the national level.

UNIT I - LEADERSHIP I

Lesson 4: Becoming a Member of the FFA

Objective: The student will be able to identify the requirements for becoming a member of the FFA.

Study Questions

1. **Why should I join the FFA?**
2. **What are the requirements for receiving the Greenhand FFA Degree?**
3. **Explain the meaning of the FFA Creed, Motto, and Salute.**
4. **How do I complete the Greenhand membership application?**

References

1. Official FFA Manual. National FFA Organization, 1991.
   (Students should use the most current manual as a reference.)
2. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit I.
3. Transparency Masters
   a) TM 4.1: FFA Membership!
   b) TM 4.2: FFA Membership Benefits!
   c) TM 4.3: National Dues Versus Benefits
4. Work Sheet
   a) WS 4.1: Greenhand Membership Application

Lesson 4: Becoming a Member of the FFA

TEACHING PROCEDURES

A. Review

Many opportunities are available to FFA members at local, area, state, and national levels. There are opportunities for individual and group success. Opportunities are available in areas of SAEs, public speaking, musical talents, and leading others.

B. Motivation

Show a motivational FFA video such as "FFA: Why not?," which is available from the Missouri Vocational Resource Center. Discuss the many opportunities that the persons in the video took advantage of because they were FFA members.

C. Assignment

D. Supervised study

E. Discussion

1. Discuss all the benefits and opportunities available from the FFA compared to the small membership fee. Use TMs 4.1, 4.2, and 4.3 to illustrate returns on investment and positive benefits.

Why should I join the FFA?

a) Social and recreational activities
   1) Banquet
   2) Parties
   3) Camps
b) Financial benefits and awards
   1) FFA New Horizons Magazine
   2) Medals, plaques, trophies
   3) Cash awards
   4) Scholarships
c) Leadership opportunities
   1) Ability to work in groups
   2) Ability to speak in public
   3) Ability to serve as an officer
d) Achievement opportunities
   1) Contests
   2) Degrees
   3) Proficiency awards
   4) In many other programs
e) Educational activities
   1) Contests
   2) Conferences
f) Travel opportunities
   1) Conventions

        2) Camps
        3) Conferences

2. Ask students to look at Article VI of the National FFA Constitution in the Official FFA Manual. Then have them answer the following question.

   What are the requirements for receiving the Greenhand FFA Degree?

   a) Be enrolled in agricultural education and have plans for a satisfactory Supervised Agricultural Experience Program.
   b) Learn and explain the FFA Creed, Motto, and Salute.
   c) Describe and explain the meaning of the FFA emblem and colors.
   d) Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
   e) Demonstrate a knowledge of the history of the FFA, the chapter constitution and bylaws, and the chapter Program of Activities.
   f) Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
   g) Submit a written application for the Greenhand FFA Degree.

3. Divide the class into groups of two or three students. Have each group look over a paragraph of the FFA Creed, Motto, or Salute. Have them explain the meaning of their part to the class.

   Explain the meaning of the FFA Creed, Motto, and Salute.

   a) FFA Creed
      1) A statement of belief and pride in agriculture's past and future
      2) That farming and other agricultural pursuits are enjoyable and challenging
      3) The FFA can help members become leaders and quality workers
      4) That members get what their efforts are worth
      5) That members can make a difference in agriculture and in America
   b) FFA Motto
      1) To learn how to do things through instruction
      2) That we learn from hands-on experience
      3) That we work to earn money to live
      4) That our purpose of living is to serve
   c) FFA Salute
      1) That you have loyalty to America and its flag
      2) That our country is inseparable
      3) A country with freedom and fairness

4. Pass out a Greenhand membership application (WS 4.1) and discuss what students need to do to complete the application.

   How do I complete the Greenhand membership application?

   a) Fill out the application by answering yes or no to the questions.
   b) Complete the SAE kind and scope section.
   c) Sign and date the form.

F. Other activities

1. Have the first-year students learn the FFA Creed by learning one paragraph at a time. Give an easy quiz each day after students have studied the paragraph.

2. Have a Creed speaking contest. It could be made interesting by having the Greenhands challenge the chapter officers.

3. Have the Greenhands earn the money to join by participating in a money-making activity.

G. Conclusion

There are many reasons to join the FFA. Students can get social, financial, leadership, achievement, educational, and travel opportunities.

H. Competency

Identify requirements for becoming a member of the FFA.

I. Answers to Evaluation

1. d
2. b
3. a
4. I believe...
5. Learning to do, Doing to learn, Earning to live, Living to serve
6. The Pledge of Allegiance

J. Answers to WS 4.1 - Greenhand Membership Application

The instructor will need to determine if answers are acceptable.

UNIT I - LEADERSHIP I

Name ________________

Lesson 4: Becoming a Member of the FFA

Date ________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. What are some benefits of membership in the FFA?

   a. Camps, contests, parties
   b. The FFA New Horizons Magazine, medals, cash awards
   c. Chances to work in groups, speak in public and lead people
   d. All of the above

2. Which of the following must a student submit to receive the Greenhand FFA Degree?

   a. Two months of SAE records
   b. A written application
   c. Parental release forms
   d. None of the above

3. What does the student need to own or have access to before receiving the Greenhand FFA Degree?

   a. The official FFA Manual and the FFA Student Handbook
   b. The FFA jacket
   c. A placement SAEP
   d. A driver's license

Complete the following short answer questions.

4. What are the first two words of each paragraph of the FFA Creed?

5. Write the FFA motto.

6. What is the name of the FFA Salute?

TM 4.1

FFA Membership

Some people ask why,
Agricultural Educators must ask why not?

National FFA dues are a wise investment!

INVEST $3.50 **RECEIVE $14.00+**

Credit: National FFA Organization

FFA Membership Benefits!

Tangible	*Intangible*
FFA NEW HORIZONS	LEADERSHIP
NATIONAL CONTESTS	TEAM WORK
PROFICIENCY AWARDS	GOAL-SETTING
FFA DEGREE PROGRAM	PRIDE
FFA SUPPLY SERVICE	SELF-ESTEEM
FFA AGRISCIENCE AWARDS	SELF-IMAGE
COMPUTERS IN AG.	ACHIEVEMENT
FFA CHAPTER AWARDS	CONFIDENCE
ACHIEVEMENT AWARDS	MATURITY
STAR AWARDS	COMPETITION
SCHOLARSHIPS	COMMUNICATIONS
WASHINGTON CONFERENCE	POSITIVE ATTITUDE
MADE FOR EXCELLENCE	
INTERNATIONAL TRAVEL	

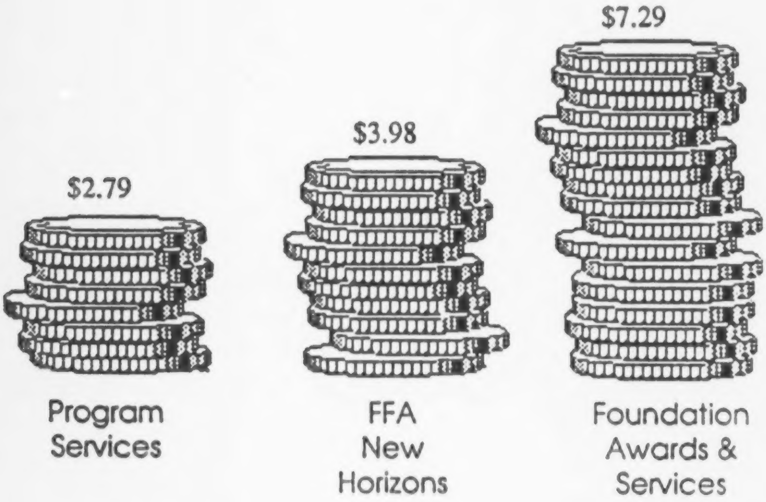
Credit: National FFA Organization

TM 4.3

National Dues vs. Benefits

Three Dollars and Fifty Cents Membership Dues

Member Receives



Total Benefits Received $14.06
Based on 395,000 Members

Credit: National FFA Organization

Lesson 4: Becoming a Member of the FFA

Name ____________________

GREENHAND MEMBERSHIP APPLICATION

________________ (Chapter)

________________ (Candidate's Name)

	Answer Yes or No
1a. Are you enrolled in an agricultural course?	________
1b. Do you have a satisfactory Supervised Agricultural Experience Program planned for the current year?	________

Briefly describe your SAE program:

Kind **Scope** (number, size, quantity, hours)

____

____

____

____

	Answer Yes or No
2a. Have you learned and can you explain the meaning of the FFA creed?	________
2b. Can you recite from memory the FFA motto and the salute?	________
3. Do you know the FFA colors and can you describe the FFA emblem and symbols?	________
4. Can you explain the proper use of the FFA jacket?	________
5. Can you identify the historical highlights of the FFA organization?	________
6. Do you know the duties and responsibilities of FFA members by having an understanding of the aim and purposes, proper use of the FFA jacket, and Code of Ethics of the FFA?	________
7. Do you personally own or have access to an Official FFA Manual?	________

Date submitted: ________________, 19 ____

Signed ________________________ (Candidate)

Approved by the Degree Committee:

________________________ (Chair)

________________________ (Advisor)

Degree conferred on ________________, 19 ____

UNIT I - LEADERSHIP I

Lesson 5: Appearance and Conduct of FFA Members

Objective: The student will be able to demonstrate acceptable appearance and conduct of FFA members.

Study Questions

1. **How should I act when representing the FFA?**
2. **What should be worn for different activities?**
3. **How should I wear my FFA jacket?**
4. **How do I properly introduce someone?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit I.
2. Official FFA Manual. National FFA Organization, 1991.
   (Students should use the most current manual as a reference.)

Lesson 5: Appearance and Conduct of FFA Members

TEACHING PROCEDURES

A. Review

The FFA offers many opportunities for agricultural education students. Students can participate in social, financial, leadership, educational, and travel opportunities. While students are participating in these opportunities, they will be representing the FFA. This lesson will look at how a member should dress and act as a representative of the FFA.

B. Motivation

Have two older FFA members come to class and do a mock presentation to a public group. One member should come in official dress and act appropriately. The other member should dress inappropriately and act in an unsuitable manner. Have students discuss which person would leave the best impression on the public.

C. Assignment

D. Supervised study

E. Discussion

1. Have students read the Code of Ethics in the Official FFA Manual. Ask them to discuss why those items are or are not important. Ask them what other items should be included in the Code of Ethics.

How should I act when representing the FFA?

a) Dressing neatly and appropriately for the occasion
b) Showing respect for the rights of others and being courteous at all times
c) Being honest and not taking unfair advantage of others
d) Respecting the property of others
e) Refraining from loud, boisterous talk, swearing, and other unbecoming behavior
f) Demonstrating sportsmanship in the show ring, judging contests, and meetings; being modest in winning and generous in defeat
g) Attending meetings promptly and respecting the opinions of others in discussion
h) Taking pride in the FFA organization, activities, Supervised Agricultural Experience Programs, exhibits, and the occupation of agriculture
i) Sharing with others experiences and knowledge gained by attending national and state meetings

2. Ask students to suggest the proper clothing for several different situations (e.g., attending the national FFA conference and judging beef cattle). Discuss clothing that would be appropriate for each activity. Point out that the public often judges members on their appearance.

What should be worn for different activities?

a) Wear official dress when officially representing the local, state, or national FFA organization.

        1) A female FFA member should wear a black skirt or slacks, a white blouse, official blue scarf, black shoes, and the official FFA jacket zipped to the top.
        2) A male FFA member should wear black slacks, a white shirt, official tie, black shoes, black socks, and the official jacket zipped to the top.
    b) District and chapter FFA activities
        1) Suitable clothing should be selected for different occasions.
        2) Wear clean clothing in good condition.
        3) Wear clothing in good taste.
    c) Work days
        1) Wear clothing suitable for the job.
    d) Grooming
        1) Hair should be clean and well-groomed.
        2) Bathe or shower regularly.
        3) Brush teeth and use mouthwash.
        4) Women should avoid excessive make-up.
        5) Avoid excessive jewelry.

3. Bring in a good quality FFA jacket with three appropriate medals. Ask a student to demonstrate how the jacket should be worn. Students should refer to the Official FFA Manual for the answer to this question.

How should I wear my FFA jacket?

a) Only allow members to wear it.
b) Keep it neat and clean.
c) It should only have one large emblem on the back and a small one on the front. It should have the name of the state association and the name of the local chapter, district, or area on the back. The name of the individual and one office or honor can be placed on the front.
d) On official occasions, it should be zipped to the top with the collar down and cuffs buttoned.
e) It should be worn to all occasions where the chapter or state association is represented. It may also be worn to other appropriate occasions.
f) It should only be worn in places appropriate for members to visit.
g) Other school letters or organizational items should not be attached to the jacket.
h) When jackets become worn they should be discarded or have the emblems and lettering removed.
i) Emblems and lettering should be removed if the jacket is given to a nonmember.
j) Always act like a lady or gentleman while wearing the jacket.
k) Refrain from alcohol or tobacco use while representing the FFA or wearing the jacket.
l) Three medals that represent the highest degree earned, highest office held, and the highest award earned by the member could be worn beneath the name on the right side of the jacket.

4. Ask students why it is important to properly introduce people. Ask students how everyone benefits from good introductions. Select students to role play introducing new people. Discuss the role play and point out good areas and areas that need improvement.

How do I properly introduce someone?

a) Introducing someone to a small group
    1) Before introducing someone, find out the correct pronunciation of the person's name.

        2) If introducing more than one person to a group, introduce the most distinguished persons or females first.
        3) Introduce them in a clear voice that is loud enough for people to understand.
        4) Introduce the person by saying, "Mrs. Johnson, I would like to introduce you to Wendy, Tom, and Bill."
    b) Being introduced
        1) Smile and establish eye contact.
        2) Give a firm handshake.
        3) When being introduced to a male or female, extend your hand.
        4) Greet the person by offering a friendly welcome or comment.
    c) Introducing a speaker
        1) Before introducing a speaker, find out the correct pronunciation of the speaker's name.
        2) When introducing the speaker, mention only a few important experiences of the person.
        3) Remember you are not the speaker. You are just preparing the audience for the speaker.
        4) Build up the introduction. Start with accomplishments, then his or her position, and finally the speaker's name.
        5) Introduce the speaker in a clear voice that is loud enough for the audience to understand.
        6) Remain at the podium and lead the audience in applause.

F. Other activity

The instructor could bring in his or her FFA jacket and try to fit into it. This should allow for some discussion and fun.

G. Conclusion

The way FFA members dress and act can make a major impression on the people of their community and school. When members dress properly it also shows pride in the organization. For these reasons members should act and dress appropriately while attending FFA activities or while wearing the FFA jacket.

H. Competency

Demonstrate acceptable appearance and conduct of FFA members.

I. Answers to Evaluation

1. b
2. c
3. a
4. d
5. d
6. Response for males
    Black slacks, white shirt, official tie, black shoes, black socks, and the official jacket zipped to the top.
    Response for females
    Black skirt or slacks, white blouse, official blue scarf, black shoes, and the official FFA jacket zipped to the top.

Name ____________

Lesson 5: Appearance and Conduct of FFA Members

Date ____________

EVALUATION

Circle the letter that corresponds to the best answer.

1. What is the maximum number of medals that should be worn on an FFA jacket?

   a. 2
   b. 3
   c. 4
   d. No limit

2. What is the FFA member's guide for behavior?

   a. FFA Creed
   b. FFA Salute
   c. FFA Code of Ethics
   d. FFA Code of Honor

3. Which of these people is introduced first to a group?

   a. The most distinguished person
   b. The FFA Officer
   c. The FFA Advisor
   d. The youngest person

4. Which of the following should be considered when introducing a speaker?

   a. Mention only a few of the speaker's important experiences
   b. Speak in a clear voice that is loud enough to be heard
   c. Build up to the introduction
   d. All of the above

5. Which of the following is true about the FFA Code of Ethics?

   a. Respect the property of others
   b. Demonstrate sportsmanship
   c. Dress neatly and appropriately
   d. All of the above

Complete the following short answer question.

6. What should you wear as official FFA dress to the National FFA Convention?

UNIT I - LEADERSHIP I

Lesson 6: Participating in Meetings

Objective: The student will be able to demonstrate skills needed for participating in meetings.

Study Questions

1. **How is the chapter meeting room set up?**
2. **What is the order of business for chapter meetings?**
3. **What are the purposes of parliamentary procedure?**
4. **What are the responsibilities of the chair in a meeting?**
5. **What is the significance of the different taps of the gavel?**
6. **What are some commonly used motions?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit I.
2. Official FFA Manual. National FFA Organization, 1991. (Students should use the most current manual as a reference.)
3. Transparency Masters
   - a) TM 6.1: Meeting Room
   - b) TM 6.2: Commonly Used Motions
4. Work Sheets
   - a) WS 6.1: Meeting Room
   - b) WS 6.2: Commonly Used Motions

Lesson 6: Participating in Meetings

TEACHING PROCEDURES

A. Review

Members should act and dress appropriately while attending FFA activities or while wearing the FFA jacket. Some people are only exposed to the FFA when they see members wear the FFA jacket. People are also exposed to FFA members during meetings in the community and school. If members conduct themselves properly in meetings, then they give people a favorable impression of the FFA.

B. Motivation

Have senior officers do a planned parliamentary procedure demonstration for the class. After the officers complete the demonstration, ask them to discuss the importance of parliamentary procedure. Ask them how they have grown in their abilities to use parliamentary procedure.

C. Assignment

D. Supervised study

E. Discussion

1. Bring in the meeting room equipment and have students discuss which symbols represent which officers. Ask students why the officers are represented by these symbols. Students should refer to the Official FFA Manual. Use TM 6.1. The instructor can write in the answers as the meeting room set up is discussed. Have students complete WS 6.1.

   How is the chapter meeting room set up?

   a) The meeting room is set up by the sentinel.
   b) Arrangement of the meeting room
      1) President - front of the room
      2) Vice president - back of the room
      3) Secretary - toward the front on the right
      4) Treasurer - toward the back on the left
      5) Reporter - toward the front on the left
      6) Sentinel - by the door
      7) Advisor - toward the back right
   c) Symbols at officers' stations
      1) President - rising sun
      2) Vice president - plow
      3) Secretary - ear of corn
      4) Treasurer - bust of George Washington
      5) Reporter - American flag
      6) Sentinel - shield of friendship
      7) Advisor - owl

2. Ask students why a meeting needs an order of business. How does it help the meeting? Why should some items of business be discussed before other items? Students should refer to the Official FFA Manual.

What is the order of business for chapter meetings?

a) Opening ceremony
b) Minutes of previous meeting
c) Officer reports
d) Special features
e) Unfinished business
f) Committee reports
    1) Standing committees
    2) Special committees
g) New business
h) Ceremonies
i) Closing ceremony
j) Entertainment, recreation, refreshments

3. Ask students to plan an imaginary activity (such as a barn dance or a field trip). Have students analyze their plans after ten minutes of discussion. Ask them what methods they used to plan the activity. Did someone take charge? Did they all get a chance to participate? Relate this activity to the purposes of parliamentary procedure. Have students refer to the Official FFA Manual.

What are the purposes of parliamentary procedure?

a) Allows one item to be addressed at a time
b) Extends courtesy to everyone
c) Allows the majority decision to rule
d) Protects the rights of minority opinions

4. Ask students to discuss organizational meetings that they have attended which were run by a chair. Have students discuss what responsibilities the chair demonstrated.

What are the responsibilities of the chair in a meeting?

a) To preside and direct the meeting; not to control
b) To be impartial, without discussing or introducing business
c) To vote only to break or create a tie
d) To keep the group on task and moving along

5. Bring in a gavel and ask students how it is used in a meeting. Students should refer to the Official FFA Manual.

What is the significance of the different taps of the gavel?

a) One tap
    1) Follows the announcement of adjournment or the completion of an item of business
    2) For member to be seated
b) Two taps - calls a meeting to order
c) Three taps - a signal to stand
d) A series of taps - used to restore order in the meeting

6. Have students complete WS 6.2. After they have completed the work sheet, discuss the characteristics of the following ten motions. Use TM 6.2. This is only a partial list of motions used in parliamentary procedure.

What are some commonly used motions?

a) Privileged motions
    1) Adjourn - ends the meeting
    2) Recess - takes a break in the meeting
b) Incidental motions
    1) Point of order - to point out an error in parliamentary procedure
    2) Division of the house - a visual vote to make sure the votes were counted correctly
    3) Parliamentary inquiry - asks a question about parliamentary procedure
c) Subsidiary motions
    1) Lay on the table - postpones action on a motion
    2) Previous question - stops debate
    3) Refer to committee - sends to a committee for further study
    4) Amend - changes a motion by
        (a) Adding to the motion
        (b) Eliminating part of the motion
        (c) Replacing information
d) Main motions - main items of business

NOTE: Have students practice using the motions in a simulated meeting after the students become familiar with the common motions. The more opportunities students get to use the motions the more comfortable they will become with parliamentary procedure.

F. Other activities

1. Have the class set up and run a mock meeting. Assign students officer positions and have them use opening and closing ceremonies. Have them set up the meeting room and make an order of business to follow. Each student should use each motion.

2. Break the class into two groups. Have the groups compete against each other in a parliamentary procedure contest.

G. Conclusion

FFA meetings are given structure by the meeting room arrangement, an order of business, and the use of parliamentary procedure. This structure allows the organization to smoothly handle the business of the FFA chapter.

H. Competency

Demonstrate skills needed for participation in meetings.

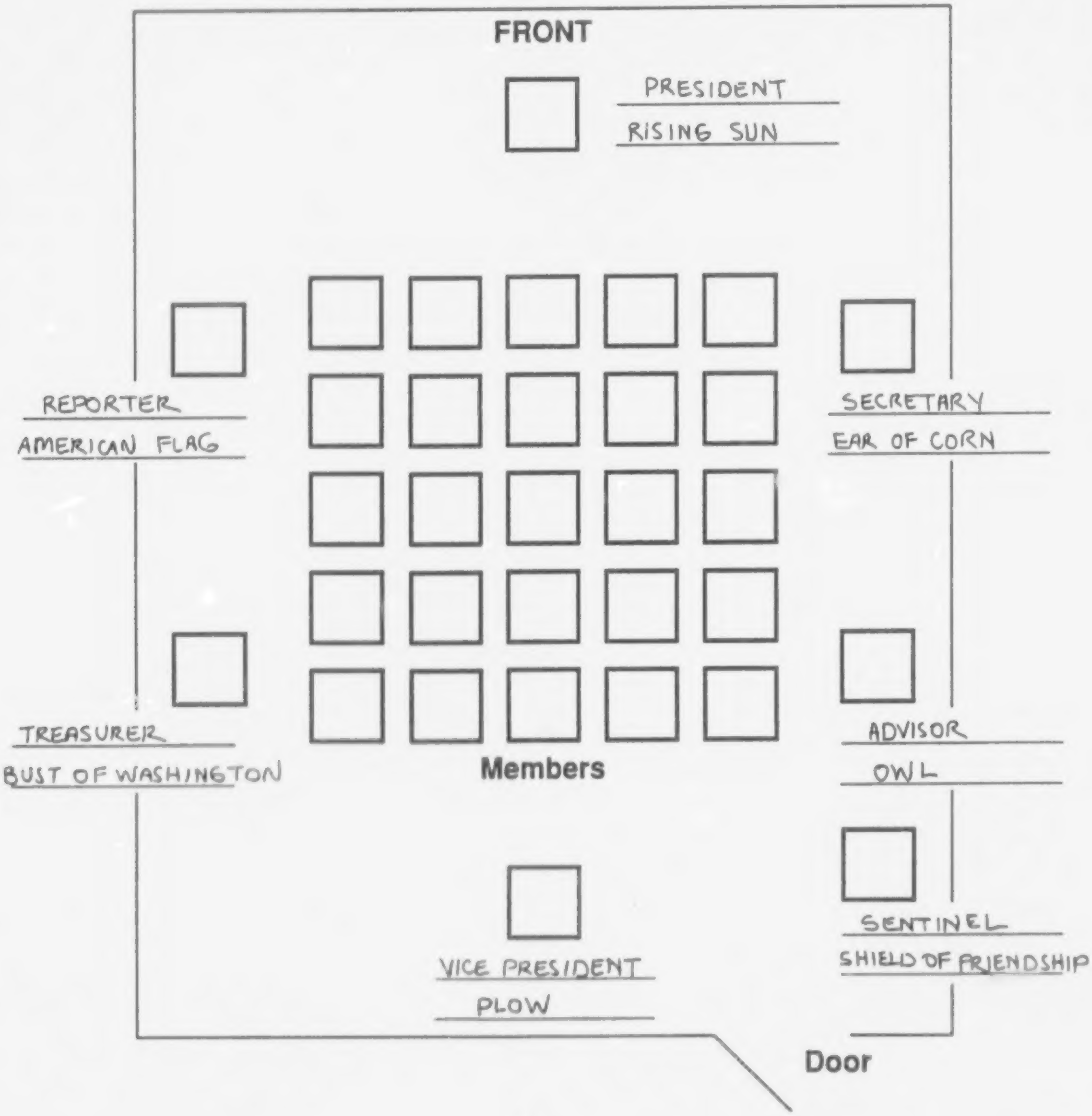
I. Answers to Evaluation

1. d
2. a
3. c
4. d
5. a
6. d
7. b
8. Students should list and give a short explanation of five of the following motions.
    -Adjourn - ends the meeting

-Recess - takes a break in the meeting
-Point of order - to point out an error in parliamentary procedure
-Division of the house - a visual vote to make sure the votes were counted correctly
-Parliamentary inquiry - asks a question about parliamentary procedure
-Lay on the table - postpones action on a motion
-Previous question - stops debate
-Refer to committee - sends to a committee for further study
-Amend - changes a motion by adding to the motion, eliminating part of the motion, replacing information
-Main motions - main items of business

J. Answers to Work Sheets

WS 6.1 - Meeting Room



WS 6.2 - Commonly Used Motions

Classification of Motions	Kind of Motion	Is a second Required?	Is it debatable?	Type of Vote Required
Privileged	1. Adjourn	yes	no	Majority
	2. Recess	YES	depends*	Majority
INCIDENTAL	1. Point of order	NO	no	none
	2. Division of the house	no	no	none
	3. Parliamentary inquiry	no	NO	none
Subsidiary	1. Lay on the table	yes	no	MAJORITY
	2. Previous question	yes	no	2/3
	3. Refer to committee	yes	yes	majority
	4. Amend	YES	yes	majority
Main	Main motions	YES	Yes	MAJORITY

*Recess is debatable in certain situations.

Name ____________________

Lesson 6: Participating in Meetings

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which officer is stationed by the rising sun?

    a. Secretary
    b. Treasurer
    c. Vice president
    d. President

2. Which officer is stationed by the ear of corn?

    a. Secretary
    b. Treasurer
    c. Vice president
    d. President

3. Where in the meeting room is the vice president stationed?

    a. Front left
    b. Front right
    c. Back
    d. By the door

4. What is the first item on the FFA order of business?

    a. FFA Creed
    b. FFA Motto
    c. FFA Salute
    d. Opening ceremony

5. What are the two types of committee reports in a meeting?

    a. Special and standing
    b. Special and executive
    c. Executive and standing
    d. Recreation and social

6. Which of the following is not a purpose of parliamentary procedure?

    a. Allows one item to be addressed at a time
    b. Extends courtesy to everyone
    c. Allows the majority decision to rule
    d. Allows the president to do it his or her way

7. What does three taps of the gavel mean?

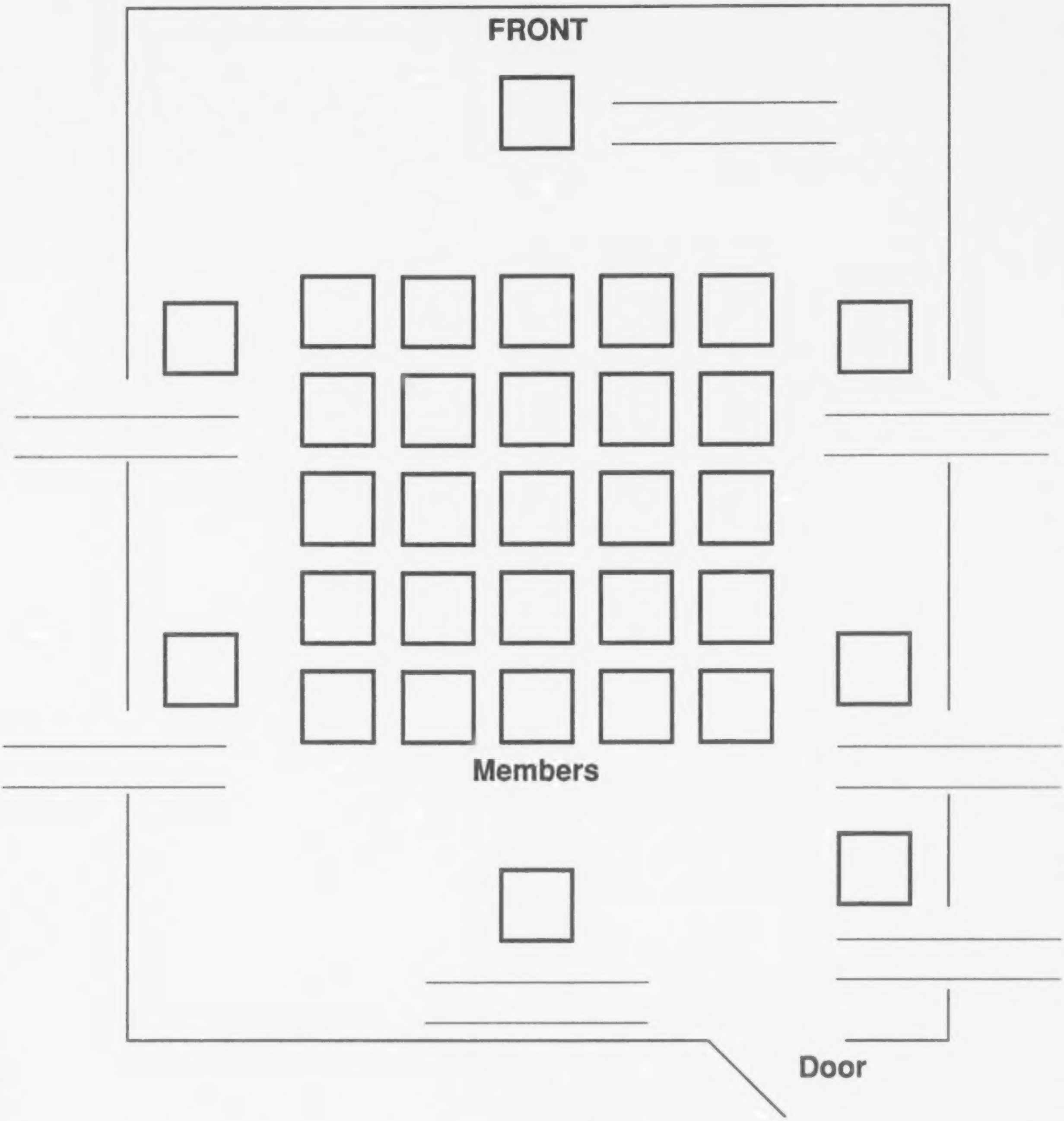
   a. Sit down
   b. Stand up
   c. Start the meeting
   d. Meeting adjourned

Complete the following short answer question.

8. List five common motions and explain what each motion does.

Meeting Room

Directions: Place the name of the office and its symbol on the blanks provided.



Commonly Used Motions

Classification of Motions	Kind of Motion	Is a Second Required?	Is it Debatable?	Type of Vote Required
Privileged	1. Adjourn	Yes	No	Majority
	2. Recess	________	Depends*	Majority
________	1. Point of Order	________	No	None
	2. Division of the House	No	No	None
	3. Parliamentary Inquiry	No	________	None
Subsidiary	1. Lay on the Table	Yes	No	________
	2. Previous Question	Yes	No	________
	3. Refer to Committee	Yes	Yes	Majority
	4. Amend	________	Yes	Majority
Main	Main Motions	________	Yes	________

*Recess is debatable in certain situations.

Lesson 6: Participating in Meetings Name ________________

COMMONLY USED MOTIONS

Fill in the blanks with the appropriate information. Refer to the Official FFA Manual or Robert's Rules of Order for answers.

Classification of Motions	Kind of Motion	Is a second Required?	Is it debatable?	Type of Vote Required
Privileged	1. Adjourn	yes	no	Majority
	2. Recess	________	depends*	Majority
________	1. Point of order	________	no	none
	2. Division of the house	no	no	none
	3. Parliamentary inquiry	no	________	none
Subsidiary	1. Lay on the table	yes	no	________
	2. Previous question	yes	no	________
	3. Refer to committee	yes	yes	majority
	4. Amend	________	yes	majority
Main	Main motions	________	Yes	________

*Recess is debatable in certain situations.

LEADERSHIP AND PERSONAL DEVELOPMENT

UNIT II - LEADERSHIP II

CONTENTS

Lesson 1–Decision Making II-1
    WS 1.1: Survival
    WS 1.2: Developing A New Fairground
Lesson 2–Responsibilities of Members II-13
Lesson 3–FFA Program of Activities II-21
Lesson 4–Communicating in Groups II-27
Lesson 5–Presentations II-35
Lesson 6–Parliamentary Procedure in a Meeting II-43

OBJECTIVES

1. The student will be able to describe the importance of good decision-making skills.
2. The student will be able to describe the responsibilities of members of an organization.
3. The student will be able to describe the major parts of the FFA Program of Activities.
4. The student will be able to describe the techniques involved in communicating in groups.
5. The student will be able to prepare and deliver a presentation.
6. The student will be able to use parliamentary procedure in a meeting.

NOTE: Percent of accuracy should be set by instructors to reflect passing grades within their school systems.

COMPETENCIES

1. Describe the importance of good decision-making skills.
2. Describe the responsibilities of members of an organization.
3. Describe the major parts of the FFA Program of Activities.
4. Describe the techniques involved in communicating in groups.
5. Prepare and deliver a presentation.
6. Demonstrate the use of parliamentary procedure in a meeting.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH

1. Have the previous year's parliamentary procedure team give a presentation. After the presentation, give the class an opportunity to ask the team questions.

2. Show one of the following videos available through the Missouri Vocational Resource Center. After the video, discuss how the students can improve their speaking skills.

    a) FFA-Competitive Speaking - Prepared (26 min.)
    b) FFA-Competitive Speaking - Extemporaneous (19 min.)

EVALUATION

1. Give short, objective tests following each lesson and a more in-depth objective test at the conclusion of the unit.

2. Observe the changes in behavior as evidence of an improved ability of students to deal with problems in this unit using background information acquired from earlier units.

3. Observe students' attempts to solve similar problems in their supervised agricultural experience programs.

REFERENCES AND MATERIALS

1. Student References

    a) Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.

    b) Official FFA Manual. National FFA Organization, 1991.
    (Students should use the most current manual as a reference.)

2. Teacher References

    a) Agricultural Business Sales and Marketing. University of Missouri-Columbia: Instructional Materials Laboratory, 1984.

    b) Carnegie, Dale; Dorothy Carnegie. The Quick and Easy Way to Effective Speaking. New York, NY: Association Press, 1962.

    c) FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

    d) Foster, Richard M.; Dann E. Husmann. Leadership Development in Agricultural Education. Lincoln, NE: Nebraska Department of Education, 1990.

    e) Notgrass, Troy. Parliamentary Procedure - A Study Manual. Austin, TX: Extension Instruction and Materials Center, 1973.

    f) Parliamentary Procedure for Youth Organizations. University of Missouri-Columbia: Instructional Materials Laboratory, n.d.

    g) Robert, General Henry M. Robert's Rules of Order. New York, NY: Pyramid Books, 1970.

    h) Rodman, George. Public Speaking. New York, NY: Holt, Rhinehart, and Winston, 1986.

    i) Rodman, George. Speaking Out - Message Preparation for Professionals. New York, NY: Holt, Rhinehart, and Winston, 1978.

j) Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

k) Videos (available from the Missouri Vocational Resource Center, 10 London Hall, Columbia, MO 65211)

1) FFA-Competitive Speaking - Prepared. Video. Creative Educational Video, Inc., 1987. 26 min.
2) FFA-Competitive Speaking - Extemporaneous. Video. Creative Educational Video, Inc., 1987. 19 min.
3) Point of Order - An Introduction to and an Application of Roberts Rules of Order. Video. Taurian Telecorp, 1988. 30 min.

3. Computer Software

a) Agricultural Proficiency. Midwest Agribusiness Services, Inc., 6739 Glacier Drive, West Bend, WI 53095.

b) American Farmer. Midwest Agribusiness Services, Inc., 6739 Glacier Drive, West Bend, WI 53095.

c) Chapter Treasurer's Book. Camcon Software, 305 West Morenci Street, Lyonsm, OH 43533.

d) Effective Team Leadership. ASC Software Publishing, 256 Warner Milne Rd #4, P.O. Box 5034, Oregon City, OR 97045.

e) Farm and Food Bytes. Agri-Education, Inc., Box 456, Stratford, IA 50249.

f) Farm Fax - Parliamentary Procedure. ASC Software Publishing, 256 Warner Milne Rd #4, P.O. Box 5034, Oregon City, OR 97045.

g) Parliamentary Procedure/FFA Review. Hobar Publications, 1234 Tiller Lane, St. Paul, MN 55112.

UNIT II - LEADERSHIP II

Lesson 1: Decision Making

Objective: The student will be able to describe the importance of good decision-making skills.

Study Questions

1. **Why is it important to make good decisions?**
2. **What should my role be in helping a group make decisions?**
3. **What steps should I follow in making a decision?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.
2. Work Sheets

   a) WS 1.1: Survival
   b) WS 1.2: Developing A New Fairground

UNIT II - LEADERSHIP II

Lesson 1: Decision Making

TEACHING PROCEDURES

A. Introduction

Decisions must be made every day. An individual decides whether to wear the blue shirt or the white shirt. Also, people must decide whether to go out or stay home and watch television. Decisions must be made for organizations to function. Organizations must decide on activities, dues, membership requirements, etc. Good decision-making skills are important for everyone.

B. Motivation

1. Ask students what they are going to do this weekend, this summer, or as a career. After their responses are discussed, ask them how they determined what they will do. They had to make decisions. Ask if anyone has any regrets about the decisions they made from past weeks or summers. Ask them if they know how they could improve their decisions. This lesson should help them make better decisions.

2. The activities included on WS 1.1 and WS 1.2 are designed to help students understand the importance of making group decisions. Decide which activity, WS 1.1 or WS 1.2, to use and pass out the appropriate work sheet. Have students complete the activity individually. Then, divide the class into groups of four to seven students. Have each group decide what ranking should be given to the different activities. Give them up to 15 minutes to rank the activities. When they have completed the activity, give the students the key found in "Answers to Work Sheet" section. (The instructor can alter the key to fit the discussion.) Have each student find the difference between his or her ranking and the ranking provided. Each group should also find the difference between the rankings. Total the difference columns. The lower the number the better their decision corresponds with the answers provided. (See example below.) Also, compare the decisions made by the groups to the decisions made by individuals. Each group could discuss and defend why they ranked the items as they did.

Ranking			Difference	
Individual	Group	Key	Individual	Group
1	2	2	2 - 1 = 1	2 - 2 = 0
4	3	3	4 - 3 = 1	3 - 3 = 0
3	4	4	4 - 3 = 1	4 - 4 = 0
2	1	1	2 - 1 = 1	1 - 1 = 0
5	5	5	5 - 5 = 0	5 - 5 = 0
		TOTAL	4	0

C. Assignment

D. Supervised study

E. Discussion

1. Ask students how people make career choices. Discuss examples of people that have made poor career choices (careers that did not fit their abilities or interests). These may include people that have recently changed jobs or have quit training for a job. Ask how the people might have improved on their decisions.

Why is it important to make good decisions?

a) To determine what needs to be done
b) To determine enterprises that will be undertaken
c) To lead toward career goals
d) Develops responsibility
e) Impacts on other people
f) People judge others by their decisions
g) Helps groups function effectively
h) Helps achieve success

2. Ask students what role members have in making group decisions. Discuss their responses.

What should my role be in helping a group make decisions?

a) Leaders should assist the group in identifying which decisions should be made.
b) Leaders should help clarify the issues.
c) Leaders should help the group maintain an orderly process for making decisions.
d) Group members should work with the other members, through discussion, to make decisions.
e) All members should assist the group in finding the facts about the decisions to be made.

3. Select four students to do a role-playing activity. Take students into the other room and give them a problem to solve, such as a money-making project. Tell the other students to observe how the four go about making the decision. Discuss the steps they took to reach the decision.

What steps should I follow in making a decision?

a) Define the problem as clearly as possible.
b) Identify the objective of the outcome.
c) Identify the possible solutions.
d) Identify the facts involved.
e) Evaluate the possible solutions.
f) Make the decision.
g) Evaluate the decision.

Note: After completing the lesson, divide the class into groups of four to seven students. Give the groups an activity of beautifying the school. Give them ten minutes to determine five things that could be done to beautify the school.

F. Other activities

1. Have students complete WS 1.1 or WS 1.2, whichever was not completed for the motivation. Use the same process as in motivation number two.

2. Using the situation in WS 1.1, have students determine as a group what ten items they would have brought on the plane to help them in the situation.

3. Using the situation presented in WS 1.2, have students make ten recommendations for the 4-H/FFA building. Recommendations for type of building, size of building, facilities, color, flooring, etc., could be included.

G. Conclusion

Good decision-making skills are important. With the use of a step-by-step process for making decisions, better decisions can be made. It is important to make good decisions because other people are affected by these decisions. Making good decisions will help members and the organizations to which they belong achieve success.

H. Competency

Describe the importance of good decision-making skills.

I. Answers to Evaluation

1. a
2. b
3. d
4. a
5. 5
6. 2
7. 1
8. 6
9. 4
10. 3
11. 7

J. Answers to Work Sheets

WS 1.1 - Survival

8 Search for food

1 Someone takes charge (leader)

10 Make weapons/tools

9 Make a symbol of distress

13 Rest and recuperate

4 Evaluate supplies/equipment

14 Keep a diary

12 Walk for help

3 Start a fire

7 Construct a shelter

6 Bury the dead

2 Treat the injured

5 Find a water supply

11 Listen to the radio for help and weather reports

WS 1.2 - Developing A New Fairground

8 Build the livestock pavilion

4 Design the fairgrounds on paper

5 Look for additional funding sources

6 Build the 4-H/FFA General Building (with rest rooms and office

3 Buy Property

2 Assign committees of community members for each project

7 Build the arena

1 Elect board officers

11 Build concession building

9 Gravel parking areas

10 Determine commercial and exhibitor guidelines

12 Build auxiliary structures

UNIT II - LEADERSHIP II

Name ____________________

Lesson 1: Decision Making

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Who makes the most decisions?
   - a. Individuals
   - b. Organizations
   - c. Committees
   - d. Groups

2. Who is responsible in a group to help maintain order and to clarify issues?
   - a. The treasurer
   - b. The leaders
   - c. The members
   - d. The advisor

3. Why are good decisions important?
   - a. To lead toward career goals
   - b. Because decisions affect other people
   - c. To gain responsibility
   - d. All of the above

4. Who should make the decision to change the time of a morning officer meeting from 6:00 a.m. to 6:30 a.m. due to bad roads?
   - a. A leader
   - b. The organization
   - c. The members of the meeting
   - d. A committee

The following are steps in making decisions. Put them in the proper order from one to seven. The first step is number one, and the last step is number seven.

____ 5. Evaluate the possible solutions.

____ 6. Identify the objective of the outcome.

____ 7. Define the problem as clearly as possible.

____ 8. Make the decision.

____ 9. Identify the facts involved.

____ 10. Identify the possible solutions.

____ 11. Evaluate the decision.

UNIT II - LEADERSHIP II WS 1.1

Lesson 1: Decision Making

Name ______________

SURVIVAL

Situation:
While on a small voluntary-assistance trip to a Central American country, your small jet crashes into the rain forest. The group consists of nine members ranging from 21 to 65 years of age. Three members of the group were injured, one of them had a broken leg. The pilot and the co-pilot were both killed in the accident. The accident was in rough terrain, and the plane was torn apart. The temperature is averaging 70°F in the day and 50°F at night. The group feels the nearest town is over 130 miles away and that there is possible guerilla activity in the area.

The plane has a large cargo, but it has a limited amount of supplies. The group has a small first aid kit, a book of matches, two gallons of water, 10 cans of vegetables, two cans of pressed meat, and a 45-caliper pistol with 20 bullets. The cargo consists of 20 bolts of cotton material, four crates of tractor parts, 24 shovels, and 10 50-pound boxes of roofing nails. The radio can receive transmissions, but it cannot transmit.

Directions:
Using the first column, rank the following actions as to their importance for the group's survival. Then, work in a group to rank the following actions. Record the group's response in the second column. It may be necessary to alter your own ranking to reach agreement with the group. The instructor will provide the "key" column. Figure the difference between your response and the key. Then, figure the difference between the group's response and the key. Total the "individual difference" and "group difference" columns.

Your Response	Group Response		Key	Individual Difference	Group Difference
____	____	Search for food	____	________	________
____	____	Someone takes charge (leader)	____	________	________
____	____	Make weapons/tools	____	________	________
____	____	Make a symbol of distress	____	________	________
____	____	Rest and recuperate	____	________	________
____	____	Evaluate supplies/equipment	____	________	________
____	____	Keep a diary	____	________	________
____	____	Walk for help	____	________	________
____	____	Start a fire	____	________	________
____	____	Construct a shelter	____	________	________
____	____	Bury the dead	____	________	________
____	____	Treat the injured	____	________	________
____	____	Find a water supply	____	________	________
____	____	Listen to the radio for help and weather reports	____	________	________
			TOTALS	________	________

UNIT II - LEADERSHIP II WS 1.2

Lesson 1: Decision Making Name ____________________

DEVELOPING A NEW FAIRGROUND

Situation:
You have just been elected to a new county fair board. This new board has the job of developing a new county fairgrounds. The reason for the new fairgrounds is because the state has just purchased the old fairgrounds to widen the interstate highway. The old fair board has resigned in disgust over the purchase.

This action has taken place one month after this year's county fair. You have eleven months to prepare for next year's fair. All buildings have been destroyed. You have enough money from selling the old fairgrounds to purchase a new site and start building some buildings this year. Also, the board has decided that new commercial and exhibitor guidelines should be established.

Directions:
Using the first column, rank the following actions as to their importance and need to allow time to be completed before the fair. Then, work in a group to rank the following actions. Record the group's response in the second column. It may be necessary to alter your own ranking to reach agreement with the group. The instructor will provide the "key" column. Figure the difference between your response and the key. Then, figure the difference between the group's response and the key. Total the "individual difference" and "group difference" columns.

Your Response	Group Response		Key	Individual Difference	Group Difference
_____	_____	Build the livestock pavilion	_____	__________	__________
_____	_____	Design the fairgrounds on paper	_____	__________	__________
_____	_____	Look for additional funding sources	_____	__________	__________
_____	_____	Build the 4-H/FFA General Building (with rest rooms and office)	_____	__________	__________
_____	_____	Buy property	_____	__________	__________
_____	_____	Assign committees of community members for each project	_____	__________	__________
_____	_____	Build the arena	_____	__________	__________
_____	_____	Elect board officers	_____	__________	__________
_____	_____	Build concession building	_____	__________	__________
_____	_____	Gravel parking areas	_____	__________	__________
_____	_____	Determine commercial and exhibitor guidelines	_____	__________	__________
_____	_____	Build auxillary structures	_____	__________	__________
			TOTALS	__________	__________

UNIT II - LEADERSHIP II

Lesson 2: Responsibilities of Members

Objective: The student will be able to describe the responsibilities of members of an organization.

Study Questions

1. **What are my major responsibilities as a member of an organization?**
2. **Why is it important for a member to participate in the activities of the organization?**
3. **How can my conduct affect the image of the organization?**
4. **How can I be a good committee member?**
5. **What abilities are important for all chapter officers?**
6. **What are the major responsibilities of each officer of an organization?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.
2. Official FFA Manual. National FFA Organization, 1991. (Students should use the most current manual as a reference.)

Lesson 2: Responsibilities of Members

TEACHING PROCEDURES

A. Review

The ability to make good decisions is important to a person's success. It is beneficial to take a step-by-step approach to making decisions. Good decisions are made by individuals and by organizations. When members participate in meetings and committees, it is easier to make good decisions.

B. Motivation

Ask the students to consider a good car with a flat tire. How fast can the car travel? Organizations can be like cars, with the members like the tires. Just like cars cannot travel with flat tires organizations with uninvolved members cannot move toward their goals. Ask how you can get the car to travel. Members need to participate to help the organization operate most effectively.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students to identify characteristics of an organization. Look for the idea that it is the members. If an organization is the members, then ask what are the members' responsibilities.

   What are my major responsibilities as a member of an organization?

   a) Learn the aims and purposes of the organization
   b) Be involved in the activities of the organization
   c) Be informed on issues and concerns of the organization
   d) Attend the organization's meetings
   e) Be involved in the meetings
   f) Respect the rights of others
   g) Conduct oneself as a good citizen
   h) Support the decisions of the majority
   i) Work on committees

2. Ask students why they should participate in their organization. How do they benefit from the organization? How does the organization benefit from members' participation?

   Why is it important for a member to participate in the activities of the organization?

   a) Participation in the organization benefits the members personally.
      1) Gives enjoyment
      2) Develops friendships
      3) Gives a sense of belonging
      4) Prepares members to be leaders
   b) Participation provides support to other members and the organization.
   c) It distributes the responsibilities of the organization.

3. Ask students what they think of when they hear the name "L.A. Raiders." Where does that image come from? Does it come from the team or individuals of the team? If an individual can make that type of impression, then what type of impression do people have of the FFA from the actions and appearance of the chapter's members?

How can my conduct affect the image of the organization?

a) Organizations are often judged by the appearance and conduct of their members.
b) Many times people judge the organization from their exposure to only one or two members.
c) People may judge the organization from the members' actions, even if they are not representing the organization at the time.

4. Ask students to discuss the difference between a good committee and a poor committee. How can the members be good committee members?

How can I be a good committee member?

a) Become knowledgeable on the topics being discussed
b) Attend committee meetings
c) Contribute to the group discussion
d) Listen to opinions of others in the group
e) Be willing to accept the majority decision

5. Have students read the section in the Official FFA Manual about chapter officers. Ask them to discuss what abilities leaders should have.

What abilities are important for all chapter officers?

a) Able to work as a team
b) Willing to accept responsibility
c) Desire to accomplish goals
d) Able to lead by example
e) Be familiar with the organization's local, state, and national constitutions and bylaws
f) Willing to become knowledgeable of parliamentary procedure
g) Able to memorize part in opening ceremony

6. Have students read the chapter officers' section in the Official FFA Manual. Have students discuss the major responsibilities of the FFA officers. An alternative to having students complete the information for all officers is to have each student select only one officer and find the responsibilities for that position.

What are the major responsibilities of each officer of an organization?

a) President
    1) Preside over meetings
    2) Appoint committees
    3) Coordinate chapter activities
    4) Represent the chapter at public functions
b) Vice president
    1) Assume the president's duty in his or her absence
    2) Coordinate the development of the Program of Activities through committees
    3) Coordinate all committees

c) Secretary
    1) Prepare agendas for meetings
    2) Prepare minutes of meetings
    3) Maintain chapter correspondences
    4) Maintain attendance records

d) Treasurer
    1) Handle chapter funds
    2) Present monthly financial reports
    3) Maintain chapter treasurer's book
    4) Chair earnings and savings committee

e) Reporter
    1) Plan public information programs
    2) Submit news articles
    3) Maintain the chapter scrapbook
    4) Serve as chapter photographer

f) Sentinel
    1) Assist the president in maintaining order
    2) Keep meeting room and equipment in order
    3) Greet visitors
    4) Keep the meeting room comfortable

g) Advisor
    1) Supervise chapter activities
    2) Inform students about the FFA
    3) Instruct students in leadership and personal development
    4) Encourage all members to become involved

F. Other activities

1. Have students fill out an officer application or a job resume.

2. Discuss high-profile organizations in society such as congress and school boards.

3. Have students take an inventory of their leadership abilities. Have them determine how they could participate more on committees and in meetings.

G. Conclusion

Members of organizations have the responsibility to participate. Organizations need active members to be successful. This means participating at meetings, in committees, and as leaders.

H. Competency

Describe the responsibilities of members of an organization.

I. Answers to Evaluation

1. a
2. b
3. c
4. a

5. (three of the five)
Become knowledgeable on the topics being discussed
Attend the committee meetings

Contribute to the group discussion
Listen to the other opinions of the group
Be willing to accept the majority decision

6. The instructor will need to determine if answers are appropriate.

UNIT II - LEADERSHIP II

Lesson 2: Responsibilities of Members

Name ________________

Date ________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. How does a member's conduct affect people's image of the organization?

   a. People may only have exposure to one or two of the members.
   b. Be informed on issues and concerns of the organization.
   c. People do not know the organization's purposes.
   d. People think of members as infallible.

2. Which of the following is a major responsibility of members of organizations?

   a. People may only have exposure to one or two of the members.
   b. Be informed on issues and concerns of the organization.
   c. People do not know the organization's purposes.
   d. People think of members as infallible.

3. Which of the following is not a reason to participate in activities?

   a. To develop friendships
   b. To spread the responsibilities of the organization around
   c. To prove your superiority
   d. To provide support for the other members

4. Which of the following is not an ability required of chapter officers?

   a. Willing to fix mechanical problems
   b. Willing to work as a team member
   c. Willing to lead by example
   d. Willing to accept responsibility

Complete the following short answer questions.

5. List three of the five ways discussed to be good committee members.

6. Select one officer position that you might like to hold. List the responsibilities of that position.

Lesson 3: FFA Program of Activities

Objective: The student will be able to describe the major parts of the FFA Program of Activities.

Study Questions

1. **What are the 12 areas of the Program of Activities and their purposes?**
2. **What were the most valuable activities in my chapter's program last year?**
3. **How can my chapter's Program of Activities be improved?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.
2. Official FFA Manual. National FFA Organization, 1991.
(Students should use the most current manual as a reference.)

UNIT II - LEADERSHIP II

Lesson 3: FFA Program of Activities

TEACHING PROCEDURES

A. Review

Members have responsibilities to become involved in the organization. Also, members should be informed on events that affect the organization. Committee members should come to committee meetings and participate in committee activities. Officers of the organization should help plan activities and encourage participation. Officers should also help the organization reach its goals.

B. Motivation

Bring a road map to class and ask students how it is used. The teacher should select a town that the students are not familiar with and have the students plan how to get there. Point out that a map is used to help find a way to a designation. Next, show students the chapter's Program of Activities. Explain how it is used as a road map to help the chapter reach its goals and have a good year.

C. Assignment

D. Supervised study

E. Discussion

1. Give each student the title of an area in the Program of Activities and have each student give one example of an activity the chapter does in the area. Have students explain why they think the different areas are important to the organization.

What are the 12 areas of the Program of Activities and their purposes?

a) Supervised Agricultural Experience - to encourage students to apply what is learned in class to supervised experience programs; the establishment of a gilt chain and heifer project are examples.
b) Scholarship - to provide activities that encourage members to improve scholastic achievement
c) Recreation - to provide relaxation and fun activities for members
d) Cooperation - to provide activities to improve members' ability to work with other groups
e) Public relations - to provide opportunities to inform the community and school about FFA activities; to improve the public perception of the FFA chapter
f) Community service - to provide opportunities to improve the local community
g) Participation in state and national activities - to allow for opportunities to become involved beyond the local FFA level
h) Leadership - to provide opportunities to develop members' leadership skills
i) Earnings, savings & investments - to provide activities for raising money and for financial investments
j) Alumni relations - to encourage member and alumni organization relationships
k) Conduct of meetings - to improve meetings
l) Membership development - to provide services to increase or maintain membership in the chapter

2. Bring in chapter scrapbooks to help show students some of the activities of the past several years. Ask them which activities of last year's program were most valuable. Remind them that having fun is not the only quality of a valuable activity.

   What were the most valuable activities in my chapter's program last year?

   NOTE: Answers will vary with local chapters. Look at each area of the program.

3. Discuss why some local activities were good and why some did not meet the chapter's desired goals. Ask students how they could improve their Program of Activities for next year.

   How can my chapter's Program of Activities be improved?

   a) Each year the Program of Activities should be evaluated for its strengths and weaknesses.
   b) The standing committee responsible for the area should evaluate activities after they have been completed.
   c) Do not wait until the end of the year to evaluate the activities.
   d) The committees should make suggestions about improvements for activities.
   e) The committees should make suggestions about activities that should be discontinued and activities that could be added.

F. Other activities

1. Get some copies of Programs of Activities from other successful chapters. Review the programs and compare them to the local chapter's Program of Activities.

2. Have students prepare a video or slide show on the successful activities of the chapter. This is a long range project that would require much planning and work to develop. It would require a person or group to be in charge of taking the pictures during all activities. This could be used as a recruiting tool or as a program for other organizations in the community.

3. Fill out the National Chapter Award Application as a class. Have individuals work on certain areas.

G. Conclusion

The chapter's Program of Activities is used as a road map to help the chapter meet its goals. There are 12 areas in the program and they are all important. Some are designed to help the individual and some are important for the operation of the organization.

H. Competency

Describe the major parts of the FFA Program of Activities.

I. Answers to Evaluation

1. c
2. b
3. d
4. b
5. c
6. Answers will vary.

Name ________________

Lesson 3: FFA Program of Activities

Date ________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which area of the Program of Activities deals with improving the ability of members to work with other groups?

   a. Scholarship
   b. Recreation
   c. Cooperation
   d. Community service

2. Which area of the Program of Activities deals with providing activities for relaxation and fun?

   a. Scholarship
   b. Recreation
   c. Cooperation
   d. Community service

3. Which area of the Program of Activities is more concerned with the chapter's finances?

   a. Public relations
   b. Membership development
   c. Supervised Agricultural Experience
   d. Earnings, savings, and investments

4. Which area of the Program of Activities is concerned with the public perception of the FFA chapter?

   a. Cooperation
   b. Public relations
   c. Alumni relations
   d. Community service

5. What is the chapter's Program of Activities?

   a. A list of speakers at the meetings
   b. A program put on during FFA week to explain FFA activities
   c. A plan of all the chapter activities for the year
   d. A list of accomplishments during the school year

Complete the following short answer question.

6. Give four examples of valuable activities from last year's Program of Activities.

UNIT II - LEADERSHIP II

Lesson 4: Communicating in Groups

Objective: The student will be able to describe the techniques involved in communicating in groups.

Study Questions

1. **What are common forms of nonverbal communication?**
2. **List skills I can use for effective listening.**
3. **What are the ways I can contribute to a group discussion?**
4. **What are the responsibilities of a good discussion leader?**
5. **How should I respond to questions?**
6. **What is extemporaneous speaking?**

Reference

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.

Lesson 4: Communicating in Groups

TEACHING PROCEDURES

A. Review

The chapter's Program of Activities is very important as a planning tool to help the chapter meet its goals. The program has 12 areas designed to help the operation of the organization. It is a plan for the year's activities developed by the standing committees, as approved by the chapter.

B. Motivation

1. Have four students discuss a topic for five minutes in front of the class. Assign each student one of the following emotions to display in their discussion of the topic: happiness, boredom, confusion, and agreement. They should demonstrate the emotion with body language and not in their verbal actions. Do not tell the class that they are displaying nonverbal actions. After the demonstrations are done, have the class discuss each demonstration. Did the class notice anything unusual about each student's behavior? After the class has discussed each demonstration a few minutes, write the emotions on the board. Have the class match the emotion to the student demonstration.

2. As soon as students are in class, give a typed story or whisper the following story to the first student.

> "The FFA chapter bought a trailer and a two-year old pickup to haul horses and cattle to livestock shows. The chapter earned the money by selling pop and popcorn at ball games."

Have that student whisper the story to the next student, etc., until the last student has heard the story. Have the last student repeat the story out loud. Then, the instructor should read the original story out loud to the class. Discuss why the stories are different. Point out the importance of good communication--speaking and listening skills. (Note: This motivation could be used as part of the teaching procedure for study question two.)

C. Assignment

D. Supervised study

E. Discussion

1. Have students describe nonverbal communication. Ask students to discuss examples of nonverbal communication that they have observed.

What are common forms of nonverbal communication?

a) Appearance
    1) Dressing appropriately for the occasion
    2) Maintaining cleanliness
b) Attention
    1) Maintaining appropriate eye contact
    2) Responding appropriately
c) Body movements
    1) Maintaining an erect posture

        2) Avoiding distracting mannerisms
        3) Using appropriate gestures
    d) Distance
        1) Conversational distances average 2-4 feet
        2) Formal encounters average 4-8 feet
        3) Public speaking average 12 or more feet
    e) Facial expressions
        1) Smiling
        2) Frowning
        3) Raising eyebrows
    f) Other cues
        1) Tone of voice
        2) Laughing
        3) Coughing
        4) Yawning

2. Ask students why effective listening is important. Ask students what skills can be used for effective listening. This is another opportunity to use the whispering exercise. If you used one as a motivation, make up a new story.

    List skills I can use for effective listening.

    a) Focus attention on the speaker.
    b) Maintain appropriate eye contact.
    c) Analyze what is being said.
    d) Respond with an occasional word or statement.
    e) Ask appropriate questions.
    f) Take notes in appropriate situations.

3. Ask students what are the ways they can contribute in group discussions.

    What are the ways I can contribute to a group discussion?

    a) Be informed on issues.
    b) Listen to other people's comments.
    c) Contribute to the discussion.
    d) Keep comments on the topic.
    e) Keep comments positive and constructive.
    f) Keep an open mind to other people's ideas.

4. Ask students if they have ever been in group discussions that did not accomplish the group's goals. Ask students to discuss the responsibilities of a good discussion leader.

    What are the responsibilities of a good discussion leader?

    a) Introduce the topic and give background information
    b) Start the discussion
    c) Encourage all members to participate
    d) Keep discussion positive and constructive
    e) Make statements to redirect thinking
    f) Close with a statement to bring the group discussion to an end

5. Ask students to discuss how to respond to questions.

   How should I respond to questions?

   a) Use good judgment.
   b) Do not guess.

6. Ask students to discuss the difference between prepared and extemporaneous speeches. Have students discuss what type of situations may call for speaking extemporaneously.

   What is extemporaneous speaking?

   a) Speaking on a topic without a written or memorized script
   b) Making a statement with little or no time for preparation

F. Other activities

1. Give each student a popular topic to give a one-minute extemporaneous talk.

2. Do a listening exercise. The instructor or the students could summarize the morning school announcements. It is helpful to have a written copy to see what the announcements were after they are discussed.

G. Conclusion

The ability to communicate effectively is a valuable skill. Good communication does not just mean being able to speak well. It also means being able to listen well and being aware of nonverbal communication. Good speaking, listening, and nonverbal communication skills should be developed to improve members' ability to participate in group discussions.

H. Competency

Describe the techniques involved in communicating in groups.

I. Answers to Evaluation

1. b
2. d
3. c
4. b
5. d

UNIT II - LEADERSHIP II

Lesson 4: Communicating in Groups

Name ________________

Date ________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which of the following is not a responsibility of a good discussion leader?

   a. Make statements to redirect thinking
   b. Encourage the best speakers to dominate the discussion
   c. Introduce the topic for discussion
   d. Keep the discussion on topic

2. What is an extemporaneous speech?

   a. Speaking without a podium
   b. Speaking in small groups and lectures
   c. Speaking with the use of an interpreter
   d. Speaking without a memorized or written script

3. Which of the following is a good way to let speakers know you are listening to them?

   a. Maintain a sitting posture
   b. Raise your hand to change topics
   c. Maintain appropriate eye contact
   d. Raise your eyebrows

4. What is the average distance to maintain for personal conversations?

   a. 1-2 feet
   b. 2-4 feet
   c. 4-8 feet
   d. 7 or more feet

5. Which of the following nonverbal actions should be avoided?

   a. Smiling, cleanliness, and dressing appropriately
   b. Eye contact, erect posture, and coughing
   c. Using gestures, dressing properly, and paying attention
   d. Yawning, distracting mannerisms, and raising eyebrows

UNIT II - LEADERSHIP II

Lesson 5: Presentations

Objective: The student will be able to prepare and deliver a presentation.

Study Questions

1. **List and explain the five basic types of presentations.**
2. **What factors should be considered when using visual aids in presentations?**
3. **What factors should I consider in selecting a topic for a presentation?**
4. **What are the steps in preparing a presentation?**
5. **What are some guidelines to remember when delivering a presentation?**

Reference

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.

UNIT II - LEADERSHIP II

Lesson 5: Presentations

TEACHING PROCEDURES

A. Review

Good communication skills are very important. Having good communication skills does not just mean being able to speak well, it also includes listening and nonverbal communication skills. Good communication skills are especially important when speaking in front of groups. Formal presentations require more developed skills than being able to participate in group discussions.

B. Motivation

1. Show videotapes from past state public speaking contests. Discuss how the speakers might have developed their skills.

2. Have a junior or senior give a high-quality presentation that he or she has used in public speaking contests. Discuss with students how they could work toward being that good.

3. Read a copy of a powerful, current presentation with national significance.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students to discuss examples of the six basic types of presentations. What are the different purposes of talks by teachers, politicians, comedians, salespersons, and recruiters? Discuss the five basic types of formal presentations.

   List and explain the six basic types of formal presentations.

   a) Action-seeking - tries to promote action to be taken
   b) Challenging - tries to inspire the audience to improve itself or a situation
   c) Entertaining - is used for recreation or to amuse
   d) Informative - gives information on a specific topic
   e) Persuasive - seeks to change people's opinion in favor of a decision or course of action
   f) Demonstrative - demonstrates how to actually do a task

2. Bring in sample visual aids to show how they can create interest and help get the point across to the audience.

   What factors should be considered when using visual aids in presentations?

   a) Is the visual aid of a suitable size?
   b) Is the wording readable?
   c) Does the aid help to convey the message?

3. Ask students to discuss factors that should be considered when selecting a presentation topic.

What factors should I consider in selecting a topic for a presentation?

a) Select a topic for a specific reason.
b) Decide on a topic that is appropriate for the audience.
c) Pick a topic in an area in which you are qualified.
d) Choose a topic you can become interested in.
e) Narrow the topic to a manageable size.

4. Ask students what is the difference between prepared and extemporaneous presentations. Ask students how they should organize a prepared speech.

What are the steps in preparing a presentation?

a) Choose a topic.
b) Analyze the audience.
c) Determine the goal and approach of the presentation.
d) Gather information on the topic.
e) Develop an outline.
    1) Introduction
    2) Body
    3) Conclusion
f) Write the presentation.
    1) Write rough draft.
    2) Edit the presentation.
    3) Finalize the draft.
g) Rehearse the delivery.
h) Deliver the presentation.

5. Ask students to discuss guidelines for delivering presentations. Write their ideas on the chalkboard.

What are some guidelines to remember when delivering a presentation?

a) Be enthusiastic about the topic.
b) Stand erect on both feet.
c) Maintain eye contact with the audience.
d) Vary volume and tone of voice for emphasis.
e) Use appropriate gestures to emphasize points.
f) If a written crutch is needed use an outline.
g) Avoid trying to be very funny.
h) Avoid apologies.

Note: After completion of the lesson, time should be allowed for each student to prepare and deliver a four- to six-minute presentation.

F. Other activities

1. Give students an opportunity to practice matching a speaker to the audience. Ask each student to select someone to speak at the chapter banquet. They should select a person able to speak on a topic appropriate for the audience. They should support the selection in a paragraph explaining their choices.

2. Sponsor a public-speaking contest in the school. The speeches could be given at the school, at a community center, or at a service-organization meeting. You may also want to get local businesses to donate prizes for the winners. This could become an excellent public relations tool.

3. Have students prepare a presentation on the future of agriculture or the benefits of the FFA. You may attempt to have the best delivered speech as a radio message or on a television program. The speeches could also be videotaped.

4. Show the videotape Be Prepared to Speak and discuss the way the person prepared for the presentation.

5. Bring in an FFA public speaking contest scorecard.

G. Conclusion

The ability to prepare and deliver a presentation is a very useful skill because people are frequently asked to speak. When people become members of organizations they are accepting the responsibility to participate. They may be asked to give talks, give committee reports, give the invocation before a meeting, or to give the annual company report. Speaking skills can be gained through practice, and with practice, confidence is gained.

H. Competency

Prepare and deliver a presentation.

I. Answers to Evaluation

1. d
2. e
3. c
4. a
5. c

Lesson 5: Presentations

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which type of presentation gives information on a specific to

   a. Action-seeking
   b. Challenging
   c. Demonstrative
   d. Informative
   e. Persuasive

2. Which type of presentation seeks to change people's opinion

   a. Action-seeking
   b. Challenging
   c. Entertaining
   d. Informative
   e. Persuasive

3. Which type of presentation is used to amuse or provide recre

   a. Action-seeking
   b. Challenging
   c. Entertaining
   d. Informative
   e. Demonstrative

4. Which of the following is important when selecting a presenta

   a. Making the topic appropriate to the audience
   b. Selecting a topic that you dislike to create motivation
   c. Selecting a topic that you have a book on
   d. Only selecting a funny topic
   e. Selecting a topic from the newspaper

5. What are the three parts of a presentation outline?

   a. Start, heart, and summary
   b. Beginning, body, and summary
   c. Introduction, body, and conclusion
   d. Rough draft, body, and conclusion
   e. Introduction, body, and summary

Name ____________________

Date ____________________

ALUATION

nswer.

on on a specific topic?

e people's opinions in favor of the speaker's opinion?

se or provide recreation?

electing a presentation topic?

audience
create motivation
ok on

r

outline?

UNIT II - LEADERSHIP II

Lesson 6: Parliamentary Procedure in a Meeting

Objective: The student will be able to use parliamentary procedure in a meeting.

Study Questions

1. **What are the purposes of parliamentary procedure?**
2. **What are the four major types of motions and the purpose of each?**
3. **List nine incidental motions and their purposes.**
4. **List seven subsidiary motions in order of precedence and the purpose of each.**
5. **List five privileged motions in order of precedence and the purpose of each.**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit II.
2. Official FFA Manual. National FFA Organization, 1991. (Students should use the most current manual as a reference.)
3. Robert's Rules of Order. (Teacher reference only)
4. Transparency Masters
   - a) TM 6.1: Some Commonly Used Motions
   - b) TM 6.2: Order of Precedence of Motions

UNIT II - LEADERSHIP II

Lesson 6: Parliamentary Procedure in a Meeting

A. Review

People are frequently asked to speak at meetings. With practice, one becomes more comfortable and skilled when speaking in public.

B. Motivation

Why is parliamentary procedure important? First, it is an excellent example of the democratic process. For example, the chapter voted to have a pizza party. Tony, the chapter president, wanted anchovy and onion pizza. Most of the members of the chapter would rather have something like sausage, pepperoni, or Canadian bacon. With the use of parliamentary procedure, the chapter can vote on a type of pizza that the majority would like.

A second reason for following parliamentary procedure is to help speed up slow meetings. Parliamentary procedure can also prevent a couple of big talkers from dominating the meeting. Parliamentary procedure provides all members an equal chance to be heard.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students how the principles of parliamentary procedure can help a meeting operate smoothly and with fairness to everyone.

   What are the purposes of parliamentary procedure?

   a) Allows one item to be addressed at a time
   b) Extends courtesy to everyone
   c) Allows the majority decision to rule
   d) Protects the rights of minority opinions

2. Ask students to discuss the four types of motions. Look at the name of each motion to see how it can help students learn what type of influence and characteristics the motion has.

   What are the four major types of motions and the purpose of each?

   a) Main motions - main items of business to be discussed
   b) Subsidiary motions - change or dispose of the main motion
   c) Incidental motions - clarify a question or a concern about parliamentary procedure
   d) Privileged motions - deal with important situations that need to be handled

3. Discuss all of the motions, but try to emphasize a few of the more important motions for each type of motion. While discussing the motions, it would be very helpful to demonstrate how to make each motion and to illustrate where it may be used. Use TMs 6.1 and 6.2.

List nine incidental motions and their purposes.

a) Appeal the decision of the chair - This seeks to reverse the decision of the presiding officer.
b) Divide the question - This motion is to divide the main motion into two parts that will both stand alone.
c) Division of the house - This is to provide a more accurate vote by requiring a visual vote.
d) Object to consideration - This prevents the waste of time on an unimportant motion, by preventing consideration of the motion.
e) Nomination - This places a name for consideration for an office or position before the organization.
f) Parliamentary inquiry - This is seeking information about parliamentary procedure.
g) Point of order - This calls attention to a violation of the rules of parliamentary procedure.
h) Suspend the rules - This allows action to be taken that the rules may not have allowed.
i) Withdraw a motion - This allows the person that made a motion to withdraw it from consideration before it is voted on.

4. Discuss in a similar fashion to the motions above. Use TMs 6.1 and 6.2.

List seven subsidiary motions in order of precedence and the purpose of each.

a) Lay on the table - This delays action until the motion is removed from the table.
b) Previous question - This ends debate and leads to an immediate vote.
c) Limit or extend time of debate - This sets or adjusts the amount of time allowed for debate on a motion.
d) Postpone to a specific time - This delays action until the time set in the motion.
e) Refer to a committee - This allows a committee to do further study on a motion.
f) Amend - This changes a motion to improve it by adding, deleting, or substituting parts of the motion.
g) Postpone indefinitely - This delays action to an undetermined time, which basically kills the motion.

5. Discuss in a similar fashion to the motions above. Use TMs 6.1 and 6.2.

List five privileged motions in order of precedence and the purpose of each.

a) Fix time to adjourn - This sets the time the group will meet after it adjourns.
b) Adjourn - This closes the meeting.
c) Take a recess - This provides a short break in the meeting.
d) Question of privilege - This is used to correct undesirable conditions.
e) Call for the orders of the day - This is used to keep the organization on the regular order of business.

NOTE: Have students practice parliamentary procedure as a class.

F. Other activities

1. Have the class challenge an upper class or the officer team to a parliamentary procedure contest.

2. Have the class conduct a parliamentary procedure demonstration for another class or student organization.

G. Conclusion

Parliamentary procedure helps organizations to operate using democratic principles. It allows for all persons to be heard, while at the same time speeding up the meeting. Many of the motions discussed can help to speed up meetings and conduct the organization's business. At the chapter level a good knowledge of parliamentary procedure enables officers and members to conduct and take part in meetings. This knowledge becomes a life-long asset enabling people to participate in meetings in an efficient and informed manner.

H. Competency

Demonstrate the use of parliamentary procedure in a meeting.

I. Answers to Evaluation

1. c
2. b
3. d
4. a
5. c
6. c
7. a
8. c
9. b
10. a
11. c
12. b

UNIT II - LEADERSHIP II

Name ____________________

Lesson 6: Parliamentary Procedure in a Meeting

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which of the following is not a purpose of parliamentary procedure?

   a. Allows one item to be addressed at a time
   b. Extends courtesy to everyone
   c. Allows the minority decision to rule
   d. Protects the rights of minority opinions

2. Which type of motions help change or dispose of the main motion?

   a. Main motions
   b. Subsidiary motions
   c. Incidental motions
   d. Privileged motions

3. What is used to improve a main motion by adding, deleting, or substituting parts of it?

   a. Lay on the table
   b. Parliamentary inquiry
   c. Postpone indefinitely
   d. Amend

4. Which motion calls attention to a violation of the rules of parliamentary procedure?

   a. Point of order
   b. Parliamentary inquiry
   c. Object to consideration
   d. Suspend the rules

5. Which motion ends debate and leads to an immediate vote?

   a. Parliamentary inquiry
   b. Question of privilege
   c. Previous question
   d. Withdraw the motion

6. Which motion sets the time the group will meet after it adjourns?

   a. Object to consideration
   b. Point of order
   c. Fix time to adjourn
   d. Take a recess

Place the letter that corresponds with the type of motion next to the specific motion. (Each type of motion can only be used two times.)

____ 7. Refer to a committee

____ 8. Adjourn

____ 9. Divide the question

____ 10. Lay on the table

____ 11. Recess

____ 12. Withdraw a motion

a. Subsidiary motion

b. Incidental motion

c. Privileged motion

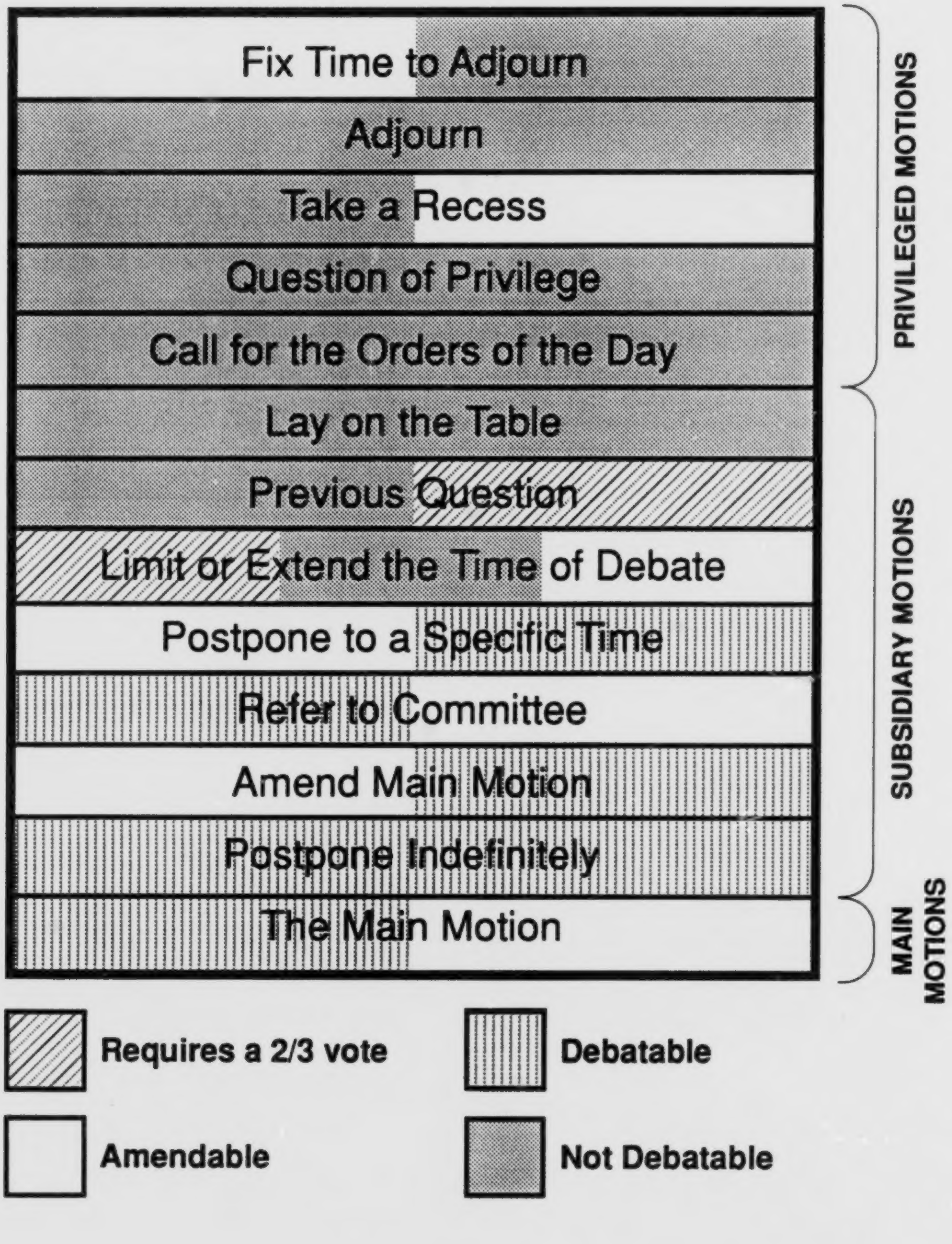
Some Commonly Used Motions

MOTIONS	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE REQUIRED TO PASS	CAN BE RECONSIDERED
Privileged Motions:					
Fix Time to Adjourn	Yes	No	Yes	Maj.	Yes
Adjourn	Yes	No	No	Maj.	No
Take a Recess	Yes	No	Yes	Maj.	No
Question of Privilege	No	No	None	No	No
Call for the Orders of the Day	No	No	No	2/3 to set aside	No
Subsidiary Motions:					
Lay on the Table	Yes	No	No	Maj.	No
Previous Question	Yes	No	No	2/3	Yes*
Limit or Extend Time of Debate	Yes	No	Yes	2/3	Yes*
Postpone to a Specific Time	Yes	Yes*	Yes	Maj.	Yes
Refer to Committee	Yes	Yes	Yes*	Maj.	Yes*
Amend	Yes	Yes	Yes	Maj.	Yes
Postpone Indefinitely	Yes	Yes	No	Maj.	Yes*
Main Motions:					
Main Motion	Yes	Yes	Yes	Maj.	Yes
Incidental Motions:					
Point of Order	No	No	No	None	No
Appeal Decision of the Chair	Yes	Yes*	No	Tie or Maj.	Yes
Suspend the Rules	Yes	No	No	2/3*	No
Object to Consideration	No	No	No	2/3	Yes*
Division of the House	No	No	No	No	No
Divide the Question	Yes	No	Yes	Maj.	No
Parliamentary Inquiry	No	No	No	None	No
Withdraw a Motion	No	No	No	None	Only by Prevailing Side

*This is a simplified table. There are exceptions to these rules, which can be found in **Robert's Rules of Order.**

TM 6.2

Order of Precedence of Motions



LEADERSHIP AND PERSONAL DEVELOPMENT

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

CONTENTS

Lesson 1--Resumes and Applications III-1
TM 1.1: Sample Resume - High School
TM 1.2: Sample Resume - College
TM 1.3: Job Application
Lesson 2--Finding a Job III-13
Lesson 3--Applying and Interviewing for a Job III-21
Lesson 4--Becoming a Confident and Responsible Person III-29
TM 4.1: Formal Table Setting
WS 4.1: Grooming Self-Analysis
Lesson 5--Developing Better Human Relationships III-41

OBJECTIVES

1. The student will be able to develop a resume and complete a job application.
2. The student will be able to develop a plan for finding a job.
3. The student will be able to describe how to apply and interview for a job.
4. The student will be able to describe the characteristics needed to develop desirable personal and social skills.
5. The student will be able to describe the importance and process of developing better human relationships.

NOTE: Percent of accuracy should be set by instructors to reflect passing grades within their school systems.

COMPETENCIES

1. Develop a resume and complete a job application.
2. Develop a plan for finding a job.
3. Describe how to apply and interview for a job.
4. Describe the characteristics needed to develop desirable personal and social skills.
5. Describe the importance and process of developing better human relationships.

EVALUATION

1. Give short, objective tests following each lesson and a more in-depth objective test at the conclusion of the unit.

2. Observe the changes in behavior as evidence of an improved ability of students to deal with problems in this unit using background information acquired from earlier units.

3. Observe students' attempts to solve similar problems in their supervised agricultural experience programs.

REFERENCES AND MATERIALS

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   Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit III.

2. Teacher References

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   b) Crockett, Carolyn; Sharon Stevens. Core Employment Skills. University of Missouri-Columbia: Instructional Materials Laboratory, 1990.

   c) FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

   d) Foster, Richard M.; Dann E. Husmann. Leadership Development in Agricultural Education. Lincoln, NE: Nebraska Department of Education, 1990.

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   f) Holt, Sharyn; Denny Marlys; James F. Muench. Core Employment Skills: Supplementary Units. University of Missouri-Columbia: Instructional Materials Laboratory, 1990.

   g) Nelson, Robert. Methods and Materials for Teaching Occupational Survival Skills. Urbana, IL: University of Illinois, 1987.

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   i) Robert, General Henry M. Robert's Rules of Order. New York, NY: Pyramid Books, 1970.

   j) Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

3. Computer Software

   a) Agricultural Proficiency. Midwest Agribusiness Services, Inc., 6739 Glacier Drive, West Bend, WI 53095.

   b) American Farmer. Midwest Agribusiness Services, Inc., 6739 Glacier Drive, West Bend, WI 53095.

   c) Chapter Treasurer's Book. Camcon Software, 305 West Morenci Street, Lyonsm, OH 43533.

   d) Effective Team Leadership. ASC Software Publishing. 256 Warner Milne Rd #4, P.O. Box 5034, Oregon City, OR 97045.

e) Farm and Food Bytes. Agri-Education, Inc., Box 456, Stratford, IA 50249.

f) Farm Fax - Parliamentary Procedure. ASC Software Publishing. 256 Warner Milne Rd #4, P.O. Box 5034, Oregon City, OR 97045.

g) Parliamentary Procedure/FFA Review. Hobar Publications, 1234 Tiller Lane, St. Paul, MN 55112.

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

Lesson 1: Resumes and Applications

Objective: The student will be able to develop a resume and complete a job application.

Study Questions

1. **What information should be included on a resume?**
2. **How should the resume be prepared?**
3. **How do I complete a job or scholarship application?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit III.
2. Transparency Masters
    a) TM 1.1: Sample Resume - High School
    b) TM 1.2: Sample Resume - College
    c) TM 1.3: Job Application

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

Lesson 1: Resumes and Applications

TEACHING PROCEDURES

A. Introduction

The resume is essential for the interview. A resume and an application are a very important part of getting a job.

B. Motivation

Ask students what is the common factor about getting $1,000 for a college scholarship and getting hired for a job. Both probably require an application to be filled out. Many times in life people are judged by what they write down rather than by what they are.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students which of them have recently applied for jobs. During the application process, were you required to supply a resume or complete an application? Discuss how a resume will help students complete job applications. Discuss why it is important for the prospective employer to have a copy of the resume. Use TMs 1.1 and 1.2 to illustrate resumes or pass around copies of resumes.

   What information should be included on a resume?

   a) Personal information
      1) Name
      2) Current address
      3) Telephone number
      4) Social security number (optional)
   b) Employment objective (optional)
   c) Educational background - most recent first
   d) Work experience - most recent first
   e) Other information
      1) Activities
      2) Skills
      3) Honors
      4) Awards
   f) References - may be furnished on request

2. Ask students to discuss how a resume should be prepared. What is the most important information? After discussing information on resumes, have the students make a resume for themselves.

   How should the resume be prepared?

   a) Start with the basic personal information: name, address, telephone number, etc.

b) Place education and work experience next. Include dates and places. The most recent information should be first.
c) Organize activities, awards, etc., with the most important items first. It is not necessary to include everything, but include the items that are important for the type of job you are seeking.
d) References should not be relatives.
e) Information for references should include correct spelling of names, addresses, telephone numbers, and job titles.
f) Limit the resume to one or two pages.
g) Neatly type the resume and duplicate it with a quality photocopier.

3. Bring in several job and scholarship applications to show students. Have students discuss the similarities between them. Next, have students discuss how they are different. Ask them how they should complete applications. After discussing applications, have each student complete a sample job or scholarship application. A job application (TM 1.3) has been included.

How do I complete a job or scholarship application?

a) Be as neat as possible; type the application if possible.
b) Do not leave any blanks empty. Put NA for questions that do not apply.
c) Spell all words correctly.
d) Follow the directions on the application.
e) If the application may be taken home, make a photocopy of the form and prepare a working copy. Then, accurately transfer the information to the application that will be given to the company.

F. Other activity

Have students bring in samples of applications for different jobs and scholarships and make a file for students use.

G. Conclusion

Resumes and applications must be of good quality to represent people at their best. Since decisions to hire an employee and give a scholarship are frequently made in the person's absence, the application must stand out. Following the simple guidelines provided will produce good quality resumes and applications.

H. Competency

Develop a resume and complete a job application.

I. Answers to Evaluation

1. d
2. c
3. c
4. d
5. c

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT
FOR ADVANCED STUDENTS

Name ________________

Lesson 1: Resumes and Applications

Date ________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which items should appear first on a resume?

   a. Education and work experience
   b. Honors and awards
   c. Address and references
   d. Name, address, and telephone number

2. Which work experience is written first on the resume?

   a. The one liked best
   b. The best experience
   c. The most recent experience
   d. The first work experience

3. When do you leave blanks on applications?

   a. When you have nothing to say
   b. If you do not like the question
   c. You should not leave blanks
   d. At the end of the page

4. Who would make a good reference?

   a. A teacher
   b. A neighbor
   c. A counselor
   d. All of the above

5. Which of the following does not belong on a resume?

   a. Work experience
   b. Educational experience
   c. Height, weight, and nationality
   d. Name and telephone number

TM 1.1

Sample Resume - High School

Leroy Johnson
2288 South High Street
Anytown, Missouri 66444
(314) 242-1396
SS# 999-99-9999

JOB OBJECTIVE: Seeking employment in horticulture

EDUCATION:
Anytown High School, Anytown, Missouri 66444
Projected graduation date: May 28, 1991
Science and Horticulture emphasis
Grade point average: 3.4/4.0

EXPERIENCE:
Anytown High School - 9/90-Present
Anytown, Missouri 66444
Part-time greenhouse worker, assisted with daily plant care and transplanting

Kay's Landscaping - 6/90-8/90
Anytown, Missouri 66444
Part-time landscaping assistant, assisted with installation of trees, shrubs, perennials, and turfgrasses

HONORS and ACTIVITIES: Nursery/Landscaping contest team; secretary, FFA; honor roll, 2 years; 4-H member, 6 years; high school choir member

REFERENCES:

Gayle Smith, ag instr.
Anytown High School
Anytown, MO 66444
(314) 242-1234

Kay Weber, owner
Kay's Landscaping
Anytown, MO 66444
(314) 242-4444

Tom Richards, principal
Anytown High School
Anytown, MO 66444
(314) 242-1234

TM 1.2

Sample Resume - College

Leroy Johnson
SS# 999-99-9999

Temporary address:
1115 West Street
University Town, MO 55224
(314) 727-6727

Permanent address:
2288 South High Street
Anytown, MO 66444
(314) 242-1396

PROFESSIONAL OBJECTIVE: Seeking employment as a landscape designer

EDUCATION: B.S. in Horticulture, emphasis in landscape design. Missouri University,
Projected graduation date: May 10, 1995

EXPERIENCE:

6/94-present **Assistant to a Landscape Designer** - Bob's Landscaping and Nursery, University Town, Missouri 55224
Full-time during summer, part-time during the school year: responsible for preparing site analysis for several landscaping projects; worked with the landscape designer to prepare design plans; assisted in installation of plants.

9/93-5/94
9/92-5/93 **Concession Attendant** - Basketball Arena, Missouri University, University Town, Missouri 55224
Part-time: served customers at all types of sporting events; maintained a cash box

6/93-8/93
6/92-8/92 **Landscaping Assistant** - Kay's Landscaping, Anytown, Missouri 66444
Full-time summer job: assisted with installation of trees, shrubs, perennials, and turfgrasses; performed routine landscape maintenance jobs

6/91-8/91 **Landscaping Assistant** - Kay's Landscaping, Anytown, Missouri 66444
Part-time summer job: assisted with installation of trees, shrubs, perennials, and turfgrasses

PROFESSIONAL DEVELOPMENT:
State Nursery/Landscaping contest assistant judge (2/95)
National Landscaping Conference (10/94)
Nursery/Landscaping contest team (90-91)

FFA member
Horticulture club member

REFERENCES: Furnished upon request

APPLICATION FOR EMPLOYMENT

Name: ______________________________ ______________ ________
Last Middle First Social Security Number Date

Address: ______________________________ Home telephone: ______________

Position applying for: ______________ When available: ______________ Salary expected: ________

Have you previously applied for work with us? ( ) Yes ( ) No If yes, when: ______________

Referred by (Name): ______________________________

Have you ever been convicted of a felony? ( ) Yes ( ) No If yes, describe: ______________

Are you a U.S. veteran? ( ) Yes ( ) No

Person to notify in case of emergency: ______________ Relationship: ________ Phone: ________

EDUCATIONAL DATA						
SCHOOL	NAME	CITY/STATE	MONTH/YEAR FROM	 TO	DEGREE/GRADE LEVEL COMPLETED	AREA OF SPECIALTY
GRADE						
HIGH SCHOOL						
COLLEGE OR UNIVERSITY						
GRADUATE STUDIES						
TRADE/BUSINESS OTHER						
SPECIAL SKILLS (e.g. computer)					TYPING SPEED (WPM)	

All qualified applicants are considered regardless of race, color, religion, national origin, sex, age, or handicap.

CONTINUED ON REVERSE SIDE

RECORD OF PREVIOUS EMPLOYMENT

List employment including military and volunteer service. List most recent employment first. Supporting documents (e.g., resume, transcript) may be attached.

PAST EMPLOYERS Company name, address, phone	Dept(s). Worked	Supervisor(s) name	Position(s) held	Employed from	to	Rate of pay	Reason for leaving

May we contact your former employers? ( ) Yes ( ) No

This application will be retained in our active files for one (1) year only. If you wish to submit another application after this period of time, please feel free to do so.

PLEASE READ CAREFULLY AND SIGN

I agree to abide by all the rules of this company and not expose myself or other workers to unnecessary dangers. In the event of my employment, I understand that a physical exam may be required. It is understood that false statements on this application may result in my dismissal.

Signature of Applicant: ______________________ Date: ______________________

FOR EMPLOYER'S USE (AFTER EMPLOYED)

Division: ______________ Department: ______________ Position: ______________
Date Employed: ______________ Wage and Hour Status: ( ) Exempt ( ) Non Exempt ( ) Other: ______________
Salary: ______________ Date of Birth: ______________ Marital Status ______________

Lesson 2: Finding a Job

Objective: The student will be able to develop a plan for finding a job.

Study Questions

1. **What steps should be taken when choosing a career?**
2. **What might be included in a plan for career preparation?**
3. **What are five possible ways to find information about available jobs?**
4. **How do I make job inquires?**

Reference

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit III.

Lesson 2: Finding a Job

A. Review

Resumes and applications must be of a high quality because they are important for job interviews. Resumes that are written in a easy-to-read style can be helpful in presenting oneself to prospective employers. After developing a resume, it is time to find a job. This lesson will provide some insight into finding jobs.

B. Motivation

1. Watch the video Are You Ready or Interviews, Careers, and the Jitterbug Blues and discuss how the students went about gathering information for careers. Discuss how they made decisions about careers to pursue.

2. Bring in the classified advertisements section of a newspaper from a large city. Have students list agricultural jobs from different salary ranges. After 5 to 10 minutes, discuss their findings.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students how their parents decided on their careers. Ask students what things influenced these career choices. Discuss the steps in choosing a career.

What steps should be taken when choosing a career?

a) Consider your interests, abilities and other characteristics.
    1) What are your hobbies and interests?
    2) Which of your physical characteristics may influence your decision?
    3) What talents do you have?
    4) What careers look appealing?
    5) What courses in school did you do well in?
    6) In which areas do you have experience or knowledge?
b) Take career interest or vocational aptitude tests.
c) Narrow the field of career choices.
    1) Do you like to work with people or things?
    2) Do you like to work alone or with others?
    3) Do you want to work indoors or outdoors?
    4) Do you like to work with your hands or with concepts?
    5) What type of salary do you desire?
    6) Do you want to live in a rural or urban location?
d) Study the characteristics of career choices.
    1) Information to look for
        a) Education or training required
        b) Work environment
        c) Salary range
        d) Expectations and duties of the job
        e) Opportunities for advancement

        2) Where to look for information
            a) Library
            b) School counselor
            c) Career center
            d) People in the careers
    e) Choose a career that matches your interests
    f) Plan for alternative occupations
        1) Careers in related areas
        2) Careers that require similar skills
    g) Plan for career preparation

2. Ask students how many of them have a career goal or some idea about what they want to do. Do they have a plan for career preparation? If they do not have a goal, are they doing anything to help them prepare for a career? Discuss plans for career preparation.

What might be included in a plan for career preparation?

- a) Take courses in high school for career preparation.
    - 1) Take courses that you are interested in.
    - 2) Explore other subjects in school.
- b) Get work experience during high school.
    - 1) Use different strategies to gain experience
        - a) SAE programs
        - b) Summer jobs
        - c) Work study
        - d) Unpaid observations
    - 2) Work to explore a variety of career possibilities.
- c) Plan for additional education beyond high school.
    - 1) Vocational-technical schools
    - 2) Two- and four-year colleges and universities
    - 3) Private technical schools

3. Bring in some samples of newspaper and agricultural magazine classified advertisements. Have students identify job opportunities. Then, discuss what they have found. Ask if those are the only opportunities available for jobs. Discuss what other ways can be used to find job openings.

What are five possible ways to find information about available jobs?

- a) Classified advertisements
    - 1) Local newspapers
    - 2) Newspapers from surrounding cities or states
    - 3) Magazines in the areas of interest
- b) Personal contacts with friends, family, teachers, etc.
    - 1) Asking directly about job opportunities
    - 2) Active listening to hear about job opportunities
- c) Private and public employment agencies
- d) Direct contact with businesses
    - 1) Inquiring about opportunities
    - 2) Looking at the placement bulletin board
- e) School placement offices
    - 1) Tell the placement person what type of job you are interested in.
    - 2) Look on the placement board.
    - 3) Meet with visiting recruiters.

4. Ask students how they would follow up on a lead for a possible job at an area business. Select two students to role play. One should play a person inquiring about a job; the other should portray the manager. Discuss the role playing activity and how to make job inquiries.

   How do I make job inquiries?

   a) Direct contact with the manager
   b) By telephone
   c) By letters of inquiry

F. Other activities

1. Have students conduct a job search of the local area. Have them identify job openings.

2. Have students practice writing letters of inquiry.

3. Bring together a small library of career preparation references. The references could be borrowed from the counselor, the public library, or the school library. Students could use these references to find information about different careers.

4. Have a recent graduate or panel of graduates from the program talk to the class about the process they took to locate their jobs.

G. Conclusion

Finding the right job is not always easy. When thinking about finding a job, you need to consider what career you would be interested in pursuing. Choosing the right career is a very important decision. You should consider your interests and abilities. Then you should make a plan for preparation in the career that interests you. There are several ways to find out about job openings. Finally, it comes down to contacting the employer about a job.

H. Competency

Develop a plan for finding a job.

I. Answers to Evaluation

1. d
2. d
3. a
4. c
5. b

Name ____________________

Lesson 2: Finding a Job

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which of the following is a good method of making a job inquiry, as discussed in class?

   a. A proposal for employment
   b. Radio communications
   c. By singing telegram
   d. Direct contact with the manager

2. Which could be good sources of news about available jobs?

   a. Parents, teachers, and friends
   b. Counselors, relatives
   c. Business people in town
   d. All of the above

3. Which is not an example of an item that will help in career preparation?

   a. Taking electives to avoid academic courses
   b. Exploring other subjects in school
   c. Taking jobs to work for experience in areas of interest
   d. Taking courses you know you are interested in

4. Which of the following is not important when considering your interests and abilities?

   a. Knowing your hobbies and interests
   b. Considering your talents
   c. Knowing what colors and shapes really fascinate you
   d. Recognizing courses in which you do well

5. What is another factor that will help you choose a career?

   a. By knowing your tolerance to working with colors
   b. By studying the characteristics of different jobs
   c. Being aware of the climate
   d. Understanding the science of meteorology

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

Lesson 3: Applying and Interviewing for a Job

Objective: The student will be able to describe how to apply and interview for a job.

Study Questions

1. **What steps should I follow when applying for a job?**
2. **How should I dress for a job interview?**
3. **What are some good pointers to know before arriving at a job interview?**
4. **What are some good pointers to remember when taking part in a job interview?**
5. **What are some questions I might be asked during a job interview?**
6. **What are some questions I might ask during a job interview?**
7. **What should I do after the interview?**

Reference

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit III.

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

Lesson 3: Applying and Interviewing for a Job

TEACHING PROCEDURES

A. Review

Review the previous lesson. Discuss the importance of selecting a career area then finding a job in that career. After available jobs have been identified, the student needs to apply and interview for the different positions. This lesson will discuss what is involved in applying and interviewing for available jobs.

B. Motivation

1. Show one of the following videotapes available through the Missouri Vocational Resource Center. After viewing the video, discuss the content and how it is relevant to the students in class.

   a) The Successful Job Interview. Media Consultants.

   b) Dynamic Interviewing. AMS.

2. Have two students act out a mock interview for a job in agribusiness. After the interview, have students discuss whether they would hire the person seeking the job. How would they improve on the person's interview?

C. Assignment

D. Supervised study

E. Discussion

1. Once an available job is identified, how can an individual apply for it? Ask students what steps should be followed in applying for a job.

   What steps should I follow when applying for a job?

   a) Prepare a resume.
   b) Contact the employer.
      1) Direct contact
      2) Letter of inquiry
      3) Phone inquiry
   c) Fill out a job application.
   d) Interview with the business.
   e) Follow up after the interview.

2. Bring in an FFA jacket and a sport coat and ask the students why they are worn for different occasions. They are worn to create an image, an image of being well-dressed and business-like. Discuss how a person's attire during an interview can influence the interviewer's attitude towards the interviewee.

How should I dress for a job interview?

a) Dress appropriately for the job.
b) Dress conservatively, not flashy or trendy.
c) Wear polished shoes.
d) Be neat and clean.
e) Keep hair neat and of an appropriate length.
f) Men should be clean shaven or beards and mustaches should be well-trimmed.
g) Women should wear simple jewelry and a minimum of makeup.
h) Avoid overdressing.

3. Ask students what should be done prior to going to a job interview. Ask them to discuss some pointers.

What are some good pointers to know before arriving at a job interview?

a) Research the company.
b) Know what type of job is available.
c) Know how to pronounce the interviewer's name.
d) The resume should be prepared and brought to the interview.
e) Bring a black ink pen.
f) Go to the interview alone. (This is not a social time.)
g) Arrive a few minutes early.
h) Practice interviewing.
    1) Use a video camera.
    2) Practice with a teacher or administrator.
    3) Practice at businesses.
i) The interviewee's vehicle should be clean on the inside and outside.
j) Drive appropriately to the interview.
k) Be aware of major current events.

4. Interviews can be uncomfortable situations. Ask students to discuss techniques to improve job interviews. After discussing job interviews, divide the class into groups of three to four students. Have them practice interviewing for a job. Students should be encouraged to be creative when selecting possible jobs. Encourage improvement and learning, not just going through the motions.

What are some good pointers to remember when taking part in a job interview?

a) Make a good first impression.
b) Be prepared.
c) Give firm handshakes.
d) Be polite, using good manners.
e) Be a good listener.
f) Do not smoke, chew gum, or chew tobacco.
g) Maintain good eye contact.
h) Be positive. Do not talk in a negative way about past jobs or school.
i) Do not talk too much. Know when you have said enough.
j) Take cues as to when the interview is over.
k) Conclude the interview with a positive closing statement about yourself.

5. Have each student write down three good questions an interviewer might ask. Discuss the students' questions and the following questions, helping the students find appropriate answers for them.

What are some questions I might be asked during a job interview?

a) What qualities do you have that will help you in this job?
b) What are some of your faults?
c) What are three adjectives that describe you?
d) What do you want to be doing in five years?
e) What have you done that makes you qualified for this job?
f) Why are you interested in working for our company?
g) What have you done that shows you can work with other people?

6. Discuss what types of questions should be asked to show a true interest in the company.

What are some questions I might ask during a job interview?

a) What types of responsibilities are expected?
b) What are the opportunities for advancement or expansion of responsibilities?
c) What types of benefits are available?
d) What type of wage or salary range can be expected?
e) When will the position be filled?

7. Ask students if anything needs to be done after the job interview. Discuss what students should do after the interview.

What should I do after the interview?

a) If a job is offered after the interview, it is generally acceptable to ask for time to consider the offer.
b) Write a thank-you letter soon after your interview.
    1) Restate your interest in the job.
    2) Reemphasize a couple of your good qualities.
    3) Let them know you will call soon.
c) If you do not hear from the interviewer within a reasonable time, you should call to let them know you are still interested in the job.

F. Other activities

1. Ask the principal or superintendent to conduct mock interviews with the students. Students should make appointments to practice interviewing. This would make an excellent example of a real-life interview, stress included. Have the administrator write down suggestions for improvement.

2. The advisory council or FFA Alumni could be used in a similar situation as above.

3. Have a personnel manager from an agriculture business talk to the class about interviewing techniques.

4. The instructor could do a mock interview with a student in front of the class.

5. Take students to the library and have them find background information about two companies using agriculture newspapers and magazines.

6. Have students write thank-you letters.

G. Conclusion

Finding a job that is available is only part of the job hunt. Once possible job opportunities have been identified, one must go through the process of applying for the position. A very important part of this process is the interview. It is important to be both mentally and physically prepared for the interview. This includes doing background research on the company, practicing interviewing, and dressing appropriately for the interview. Do not waste the opportunity of making a good impression during an interview.

H. Competency

Describe how to apply and interview for a job.

I. Answers to Evaluation

1. c
2. b
3. d
4. a
5. d
6. c
7. c
8. a
9. d
10. b

Name ________________

Lesson 3: Applying and Interviewing for a Job

Date ________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Which of the following should be done in a job interview?

   a. Bring a friend in case you have to wait.
   b. Be fashionably 15 minutes late.
   c. Wear appropriate clothes for the interview.
   d. Chew gum to keep your teeth from chattering.

2. Which of the following is not a step in the process of applying for a job?

   a. Contact the employer.
   b. Participate in FFA activities.
   c. Interview with the business.
   d. Follow up after the interview.

3. Which of the following is not a point to remember when interviewing for a job?

   a. Make a good first impression.
   b. Give a firm handshake.
   c. Be polite and use good manners.
   d. Make sure you explain all of your good qualities.

4. Which of the following should occur after the interview?

   a. Send a thank-you letter.
   b. Make the initial contact.
   c. Call the interviewer every other day until you get the job.
   d. Research the company.

5. Which of the following is a good way to practice for an interview?

   a. Use a video camera for practice.
   b. Have the principal give you a practice interview.
   c. Have teachers give you practice interviews.
   d. All of the above

6. Which of the following should not be included in a follow-up letter?

   a. Express your appreciation.
   b. Restate your interest in the job.
   c. Reemphasize a couple of your faults.
   d. Reemphasize a couple of your good qualities.

Match the jobs below with the most appropriate dress for an interview for that job. Use each answer only once.

____ 7. Bank teller

____ 8. Hired hand on a hog farm

____ 9. Salesperson at a hardware store

____ 10. Rarely ever appropriate

a. Nice jeans and nice shirt

b. Torn jeans and a concert T-shirt

c. Sport jacket, slacks, and white dress shirt or skirt, plain blouse, and suit jacket

d. Slacks and nice shirt or blouse

Lesson 4: Becoming a Confident and Responsible Person

Objective: The student will be able to describe the characteristics needed to develop desirable personal and social skills.

Study Questions

1. **What personal characteristics do employers look for in people they hire?**
2. **Why should social skills be important to me as a person and as a leader?**
3. **What manners are important when meeting people, traveling, and eating in restaurants?**
4. **How will my personal appearance, hygiene, voice, and actions influence people's impressions of me?**
5. **How can I become a better citizen in my community, state, and nation?**

References

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit III.
2. Transparency Master
    - a) TM 4.1: Formal Table Setting
3. Work Sheet
    - a) WS 4.1: Grooming Self-Analysis

Lesson 4: Becoming a Confident and Responsible Person

A. Review

Interviewing is a very important part of finding a job. Being prepared for the interview by doing background research on the company, practicing interviewing, and dressing appropriately for the interview is very important. Remember to follow up after the interview.

B. Motivation

Illustrate the situation of a small child learning new things. Discuss how some children are fearless and will do virtually anything, while other children are afraid of new experiences such as going to school, touching a pet snake, or singing in the Christmas program. What causes this fear of new experiences? Is it because they know the situations are dangerous, or do the children just lack confidence in those new situations? Discuss how confidence also influences adults. As people gain confidence, they become more at ease with new experiences.

C. Assignment

D. Supervised study

E. Discussion

1. Ask students to discuss what personal characteristics make a person more desirable to hire. After students have a list of characteristics, discuss how students could work to develop them. Have students complete WS 4.1, Grooming Self-Analysis. Discuss the results.

   What personal characteristics do employers look for in people they hire?

   a) Cooperative - ability to work with others
   b) Efficient - using time productively to get the most accomplished
   c) Enthusiastic - excitement and general interest in the job
   d) Accepts criticism - accepts criticism and therefore profits from mistakes
   e) Initiative - ability to start an action and see it completed without constant direction
   f) Loyal - supports and speaks in a positive manner about the company, the boss, and fellow workers
   g) Neat and clean appearance - good grooming practices are always appropriate
   h) Positive self image - the way one sees oneself in a positive manner
   i) Responsible - can be trusted and depended on

2. Ask students to discuss why social skills are important. What impressions do people have of others if they demonstrate poor manners?

   Why should social skills be important to me as a person and as a leader?

   a) Your actions show your consideration for others.
   b) Your social skills are a reflection of you and your personality.
   c) Good manners demonstrate your respect for others.
   d) Good manners make others more comfortable.

3. Ask students to discuss good manners needed in several situations. After discussing the question, have students work in groups of two to four to demonstrate proper social skills. Have the class critique the demonstrations. Use TM 4.1, Formal Table Setting.

   What manners are important when meeting people, traveling, and eating in restaurants?

   a) Good manners are always important.
   b) General courtesies
      1) Greet people with a firm handshake.
      2) When introduced to people, make an effort to learn their names.
         (a) Listen closely to their names.
         (b) Repeat their names in your mind several times.
         (c) Use each person's name a couple times in conversation to reinforce it in your memory. Do not overuse the person's name.
      3) When you meet the person again, greet him or her by name.
      4) Stand when being introduced, if appropriate.
      5) Consider other people's feelings in your comments and actions.
      6) Be courteous and friendly to guests, new students, or new members of organizations.
   c) Travel courtesies
      1) Plan ahead
         (a) Make reservations early.
         (b) Arrive early to avoid problems when using public transportation.
         (c) Allow plenty of time to prevent being late.
         (d) If you are going to be late, call ahead to let the people meeting with you know.
      2) People who serve you should be thanked verbally or by tips when appropriate.
      3) When riding on public transportation, be friendly and courteous to others.
   d) Courtesies in restaurants
      1) Plan ahead and make reservations if needed.
      2) Wait quietly for the host or hostess to show you to your table.
      3) Older persons and women should be seated first.
      4) When separate checks are desired, they should be requested before ordering.
      5) Select your choice from the menu and avoid changing your mind.
      6) If you are not satisfied with the food or service, quietly give your comments to the person serving you.
      7) Verbally thank your server and provide a tip when appropriate. Fifteen percent of the check is an appropriate tip. With groups of eight or more, the tip may be included on the bill.
   e) Good manners at the table
      1) If in doubt as to what is proper, follow the lead of the host or hostess.
      2) Unfold your napkin and place it on your lap.
      3) Begin by using silverware from the outside if you have a formal table setting.
      4) Rest the hand you are not using in your lap, avoid resting your arms or elbows on the table.
      5) Take small portions and small bites.
      6) Avoid mixing food on your plate.
      7) Break bread in half and butter it one piece at a time.
      8) Cut one or two pieces of meat at a time.
      9) Talk only when you have no food in your mouth.

4. Ask students how their personal appearance and hygiene influence people's impressions of them. Would they like to work with a person with body odor? Use the example of service stations and repair shops that use a uniform service to insure that their clothes are clean and

pressed. Ask students how their impressions would change if the shop only cleaned their coveralls two times a year.

How will my personal appearance, hygiene, voice, and actions influence people's impressions of me?

a) A good first impression will give a positive impression.
b) Maintain a neat and clean appearance to convey an impression of health, vitality, and interest.
  1) Keep your clothing clean and in good general condition.
  2) Bathe daily and comb and wash your hair regularly.
c) A pleasant speaking voice helps to create a positive impression.
d) Your actions are a reflection of your personality.
e) Your actions and appearance speak louder than words.

5. Divide the class into two or three smaller groups. Give them ten minutes to determine what they can do locally to become better citizens. After they have discussed the question, have each group take turns giving one of their suggestions. Discuss how they can become better citizens in the community, state, and nation.

How can I become a better citizen in my community, state, and nation?

a) Take an active role in our democracy by starting at the local level.
b) Obey local, state, and national laws.
c) Respect the rights of others by showing respect for them, their property, and their beliefs.
d) Contribute time, skills, material resources, and financial support to improve the environment and the world.
e) Vote when you are eligible to do so in organizations and in the government.
f) Fulfill your obligations to the government by paying taxes and registering for the draft.

F. Other activities

1. Have students make a bulletin board on becoming better citizens. Direct the ideas on the board towards the younger students.

2. Have students perform skits, illustrating social skills or table manners. This could be very appropriate before students attend meetings, conventions, banquets, or camps.

G. Conclusion

Students can become more confident and responsible persons by working to improve themselves. They can improve their personal characteristics, social skills, and their personal appearance.

H. Competency

Describe the characteristics needed to develop desirable personal and social skills.

I. Answers to Evaluation

1. c
2. b
3. a
4. b
5. d
6. Answers will vary

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

Name ____________________

Lesson 4: Becoming a Confident and Responsible Person

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. When are good manners important?

    a. Good manners are important in organizations.
    b. Good manners are important in school.
    c. Good manners are always important.
    d. Good manners are rarely needed.

2. What is the appropriate tip for service at a restaurant?

    a. 25%
    b. 15%
    c. 9%
    d. 5%

3. Who should be seated first at a restaurant?

    a. Older persons and women
    b. Children and teachers
    c. Officers and members
    d. None of the above

4. How many pieces of meat should be cut at one time, during the meal?

    a. 3 or 4
    b. 1 or 2
    c. 4 or 5
    d. It is not a concern.

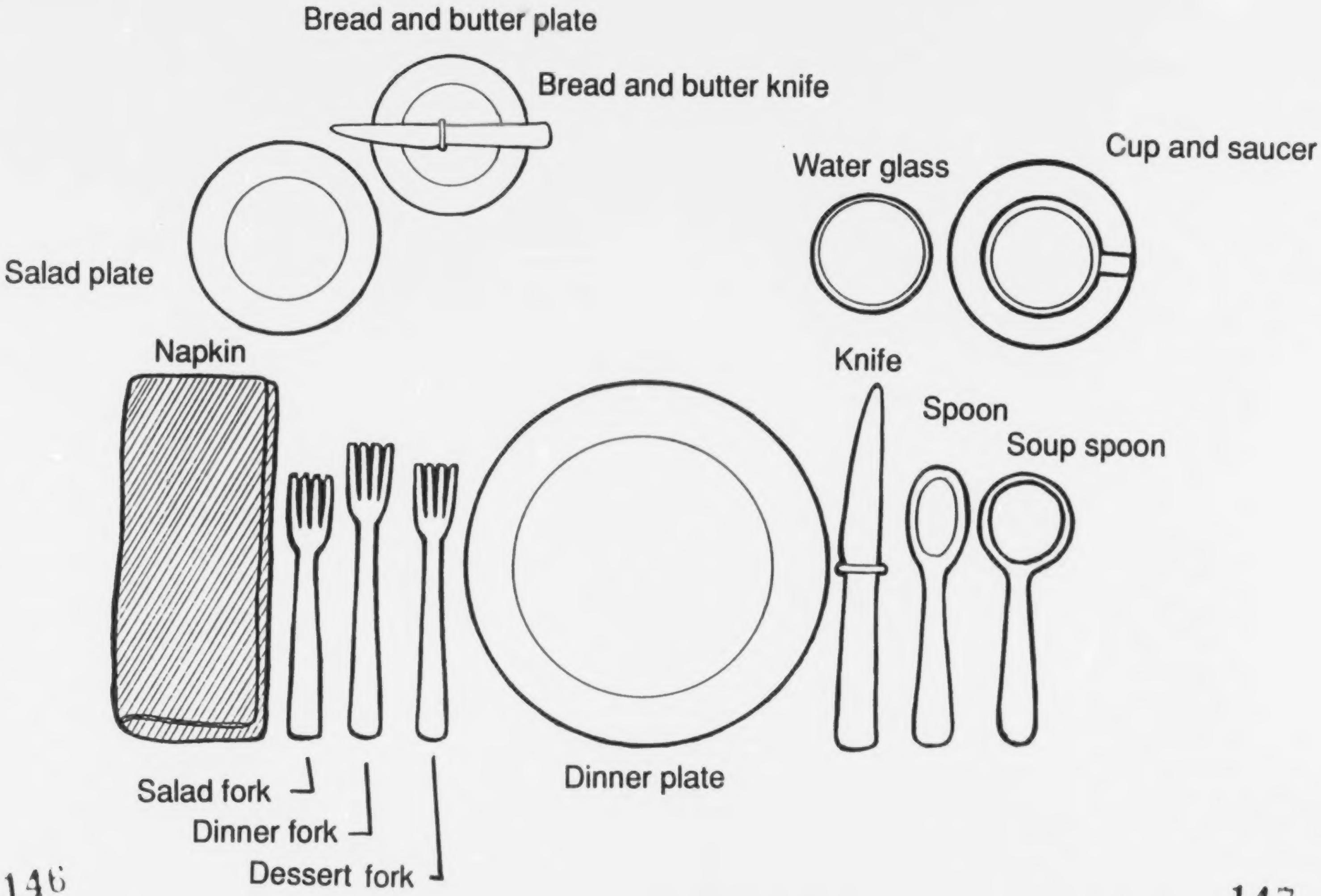
5. Which of the following is a method to positively influence others' impressions of you?

    a. By spending lots of money
    b. By getting an unusual haircut
    c. By telling them about all of your wonderful qualities
    d. By maintaining a neat and clean appearance

Answer the following short answer question.

6. Explain three ways for you to become a better citizen.

Formal Table Setting



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UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS WS 4.1

Lesson 4: Becoming a Confident and Responsible Person Name ____________________

GROOMING SELF-ANALYSIS

Rate yourself on each of the following questions. Use 6-Always, 4-Usually, 2-Occasionally, and 0-Never as the scale of measurement. When you have completed the evaluation, total your score and compare your score to the rating scale provided on this page.

QUESTIONS RATING

1. Do you take a bath or shower daily? ______
2. Do you use an effective deodorant or antiperspirant daily? ______
3. Do you use a foot spray or powder daily when needed? ______
4. Do you shave as often as needed? ______
5. Do you put on clean undergarments daily? ______
6. Do you put on clean hosiery or socks daily? ______
7. Do you clean your face thoroughly at least twice a day (or more if skin is oily)? ______
8. Do you push cuticles back as you dry hands and feet after bathing? ______
9. Do you use hand cream when your hands look chapped or rough? ______
10. Do you check fingernails daily and repair as necessary? ______
11. Do you wash and style your hair as often as needed? ______
12. Do you brush your hair vigorously every day? ______
13. Do you have your hair cut or trimmed regularly? ______
14. Do you use a dandruff shampoo and/or rinses and conditioners as needed? ______
15. Do you brush your teeth at least twice daily? ______
16. Do you use a mouthwash daily? ______
17. Do you get enough sleep and rest so that you feel refreshed? ______
18. Do you take a look at yourself in a full-length mirror before leaving the house? ______
19. Do you take a few minutes during the day to check your appearance and comb your hair? ______

______________________ Check Your Rating ______________________

100 to 114: You take pride in your appearance.
86 to 99: You would probably pass inspection.
73 to 85: You are not really trying.
less than 73: Your best friend will not even tell you!

Adapted from AGRICULTURE SALES AND SERVICES, Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri 65211.

Lesson 5: Developing Better Human Relationships

Objective: The student will be able to describe the importance and process of developing better human relationships.

Study Questions

1. **Why is it important to improve human relations skills?**
2. **What are four basic goals of improving human relationships?**
3. **What can I do that will help me get along better with others?**
4. **What skills will help me succeed in the workplace?**

Reference

1. Leadership and Personal Development (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1991. Unit III.

Lesson 5: Developing Better Human Relationships

TEACHING PROCEDURES

A. Review

Students can become more confident and responsible persons by working to improve themselves. They can improve their personal characteristics, social skills, and appearance. Becoming responsible and improving confidence are two very important aspects of becoming an adult and being employable.

B. Motivation

Good human relations skills (the ability to get along with others) are some of the most important qualities of employees. Most people who fail to get promotions or lose their jobs do so because of their poor human relations skills.

Have two students role-play difficult situations.

1. An FFA officer who never comes to executive meetings being reprimanded by the president
2. A member of an FFA contest team who does not come to practices being scolded by the advisor or a team member
3. A customer who complains loudly to an employee about a faulty product that the employee sold the customer
4. A supervisor reprimanding an employee who always comes in late
5. A co-worker who has lost patience with another worker who always takes the easy jobs

After the role-play, have students discuss the human relations involved in handling the situation.

1. What was the problem that caused the conflict?
2. How did the persons incorrectly handle the situations?
3. How could the situations have been handled better?
4. What could have been done to prevent the situations?
5. What human relations skills should have been used?

C. Assignment

D. Supervised study

E. Discussion

1. Ask students to discuss why human relations skills should be improved.

   Why is it important to improve human relations skills?

   a) To get and keep jobs
   b) To improve relationships with others
   c) To get more enjoyment from life

2. Ask students to discuss the four basic goals of improving human relations skills. Ask them what might be some other benefits from improving human relationships.

What are four basic goals of improving human relationships?

a) Promote cooperation
b) Create a harmonious atmosphere
c) Minimize friction
d) Improve productivity

3. Ask students to think of personal situations they have been involved in recently that did not go as well as they would have liked. Often people blame these problems on the other person. Instead of placing the blame on someone else, ask the students to consider how they might have prevented the situation or handled it better. With these situations in mind, have the students discuss ways to help people get along better with others.

What can I do that will help me get along better with others?

a) Treat others as you would like to be treated.
b) Show courtesy and respect.
c) Show empathy for others' feelings.
d) Be a good listener.
e) Think before you speak.
f) Praise a job well done.
g) Be interested in others.
h) Be cheerful and pleasant.
i) Let your strong points speak for themselves; do not brag.
j) Do not demand praise.
k) Keep your word.
l) Be tactful.

4. Ask students to identify types of supervisors. After students have discussed the types, have them address ways of getting along better with the various supervisor types.

What skills will help me succeed in the workplace?

a) Get along with others.
b) Get along with your supervisor.
c) Be responsible.
d) Be punctual.
e) Do more than the bare minimum that is expected of you.
f) Be loyal to the company.
g) Work to improve skills, especially when constructive criticism is given.

F. Other activities

1. Ask students to think of personal situations they have been involved in recently that did not go as well as they would have liked. Have them analyze their human relations skills that could be improved to prevent future problems. Each student should develop a list of human relations skills to improve.

2. Ask the counselor or a local employer to talk to the class about improving personal relations skills in the workplace.

G. Conclusion

Human relations skills help us get along with others. Since good human relations skills are among the most important qualities of employees, people should work to improve them. Improved human relations skills help people communicate with customers, co-workers, supervisors, and others. Individuals should continually strive to improve these skills.

H. Competency

Describe the importance and process of developing better human relationships.

I. Answers to Evaluation

1. a
2. d
3. c
4. b
5. a Note: Answers to 5-8 may be in any order.
6. b
7. d
8. f

9. Three of the following:
   a. Promote cooperation
   b. Create a harmonious atmosphere
   c. Minimize friction
   d. Improve productivity

UNIT III - LEADERSHIP AND PERSONAL DEVELOPMENT FOR ADVANCED STUDENTS

Name ____________________

Lesson 5: Developing Better Human Relationships

Date ____________________

EVALUATION

Circle the letter that corresponds to the best answer.

1. Why do most people get fired?
    a. Poor human relations skills
    b. Poor technical skills
    c. Poor public-speaking abilities
    d. Poor penmanship

2. Which is not considered a human relations skill?
    a. Cooperation with others
    b. Being responsible
    c. Doing more than expected
    d. Mechanical ability

3. Which is the best way to get along better with others?
    a. Do the other person's work for them.
    b. Be the most skilled worker.
    c. Treat others as you would like to be treated.
    d. Be the boss's favorite worker.

4. Which is not an important reason to improve human relations skills?
    a. To get and keep jobs
    b. To get the easier workload
    c. To improve relationships with others
    d. To get more enjoyment from your job

For questions 5-8, select the four actions that will improve relationships with others.

5. ____ a. Show courtesy and respect.

6. ____ b. Be a good listener.

7. ____ c. Frequently instruct others on how to do their job.

8. ____ d. Be cheerful and pleasant.

e. Know all of the answers and tell them to people often.

f. Treat others as you would like to be treated.

Complete the short answer question.

9. What are three of the four goals of improving human relations skills?

   a.

   b.

   c.

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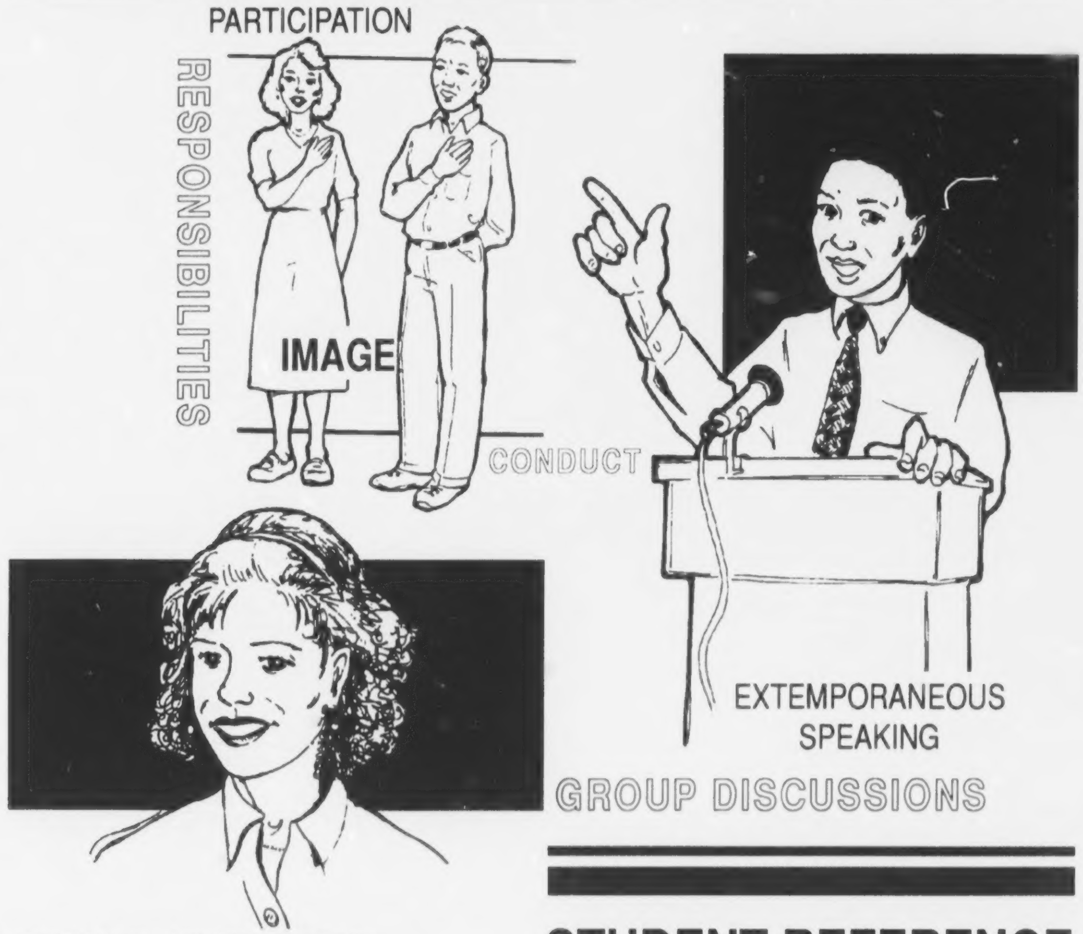
MISSOURI AGRICULTURAL EDUCATION

Leadership and Personal Development



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Student Reference

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FOREWORD

The development of the Leadership and Personal Development curriculum guide is the result of suggestions by the MVATA Teaching Aids Committee. The Leadership Advisory Committee suggested the topics to be included and reviewed the materials.

This three-unit curriculum contains 17 lessons. Leadership I covers planning a program of personal development, the background and traditions of the FFA, the opportunities in FFA, requirements to become an FFA member, appearance and conduct of FFA members, and skills needed for participation in meetings. Leadership II covers the importance of good decision-making skills, responsibilities of members of organizations, the FFA Program of Activities, communicating in groups, preparing and delivering a presentation, and using parliamentary procedure in meetings. Leadership and Personal Development for Advanced Students, Unit III, covers completing a resume and job applications, developing a plan for finding a job, applying and interviewing for a job, developing desirable personal and social skills, and the importance of developing better human relationships. Check the Table of Contents for a detailed listing of topics.

For those using this guide on an individual basis, an instructor's guide can be purchased separately, which contains additional reference material.

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Secondary Education

LEADERSHIP AND PERSONAL DEVELOPMENT

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Lesson 1:
Benefits of Personal Development

Everyone has strengths and weaknesses in their personal skills. This lesson will look at personal characteristics important for careers in agriculture. Many personal characteristics are essential for getting along on the job. This lesson will also look at which qualities are needed by leaders. These leadership and personal characteristics can be learned or improved.

Personal Qualities for Agricultural Occupations

Many personal qualities are important in agricultural occupations. More people lose their jobs from a lack of personal skills, rather than from a lack of technical skills.

The ability to get along with others is a very important skill. This includes working with peers, customers, and supervisors. Friendly, helpful, and cooperative people are a pleasure to work with. The ability to follow oral and written directions is important when dealing with peers, customers, and supervisors. Peers may ask for assistance in doing a job. Customers may direct the worker where to deliver purchases or how to load a car. Supervisors will frequently give instructions on how to do a job.

Workers should be able to express themselves verbally and in writing. It is also very important for workers to be able to understand what they read. Good communication not only means speaking and writing clearly but listening clearly as well.

Figure 1.1 - Personal Qualities

Using time efficiently and being able to work independently are especially important for people working with minimal supervision. This means completing tasks in a reasonable length of time and not wasting time. This could include finding work to do when assigned tasks have been completed. Solving problems and making decisions are important skills for persons working with minimal supervision. The worker's ability to find a solution to a problem reduces the need to consult with the supervisor for every problem that arises.

Responsibility is an important quality in workers. Workers need to demonstrate that they are responsible by arriving at work on time, following directions, completing jobs, and being trustworthy.

Self-confidence is important in completing jobs, but overconfidence can become an annoying characteristic. Workers should feel good about performing their jobs successfully, but they should avoid telling everyone else how to do their jobs. Workers should be able to use the equipment relevant for their agricultural occupations. A good knowledge of agriculture is beneficial in most agricultural occupations. For example, workers in an elevator will occasionally find that they need to use information about livestock and crops when assisting a customer.

Workers should always exhibit personal integrity. The employer should be able to trust workers in all situations, including handling money, working with customers, and completing jobs to the best of their abilities. Workers should have good personal skills including arriving on time for work, dressing appropriately, and being friendly, polite, and loyal to their employers.

Qualities of a Leader

Besides the personal qualities needed for people working in agricultural occupations, leaders need other qualities as well. Leaders need to be goal-oriented. They need to help the organization understand the direction that it wants to go and help it work towards that goal. To help the organization reach its goals, the leader must be motivated. The leader needs to have self motivation and also be able to help motivate others to action. Along with the ability to get motivated and to motivate, the leader needs to be hardworking. Good leaders can overcome some other personal shortcomings if they really work hard at their tasks.

Leaders need to be able to cooperate with people with which they work. It is important for leaders to have ideas of their own, but good leaders are open-minded. Good leaders are willing to accept other people's ideas and to change their minds when appropriate.

Good communication does not just mean being able to express oneself verbally and in writing but also being able to listen to people. This means giving eye contact to the speaker and letting the speaker know that he or she is being heard.

Leaders need to be knowledgeable. Knowledge can be gained by paying attention to what is going on around and by studying activities and issues of concern to the organization. Along with being knowledgeable, a good leader needs to have self-confidence. If a leader lacks self-confidence, he or she has a difficult time in gaining the confidence of the members in the organization.

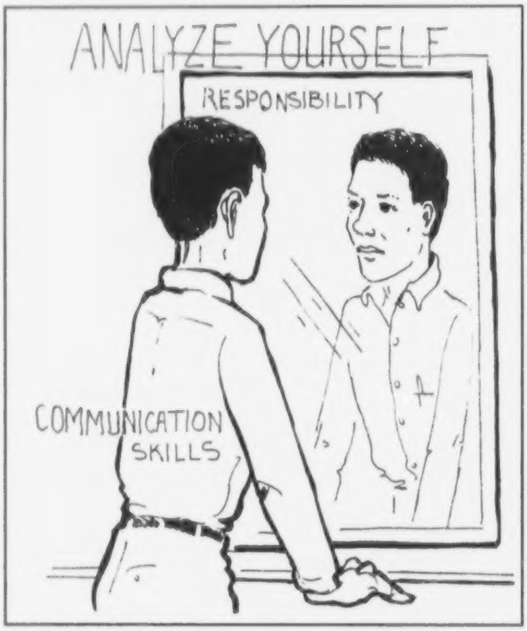
Good leaders need to have good character. They should be honest, trustworthy, and responsible. They should have compassion for other members in the organization. This means they need to understand other people's situations and be sensitive to their feelings.

Improving Personal Skills

Many things are gained from improving personal skills. Self-confidence is an outcome of improving personal skills. Success breeds more success. Along with self-confidence, a person gains self-respect. With the improvement of personal skills a person will gain respect from others.

As individuals gain self-confidence and self-respect, they will gain poise in the way they carry and conduct themselves. Poise also tends to build self-respect. As a person improves personal skills, he or she will also become more responsible. These improvements all help make the person more employable. Employers want responsible workers with self-confidence and poise.

Figure 1.2 - Analyze Yourself



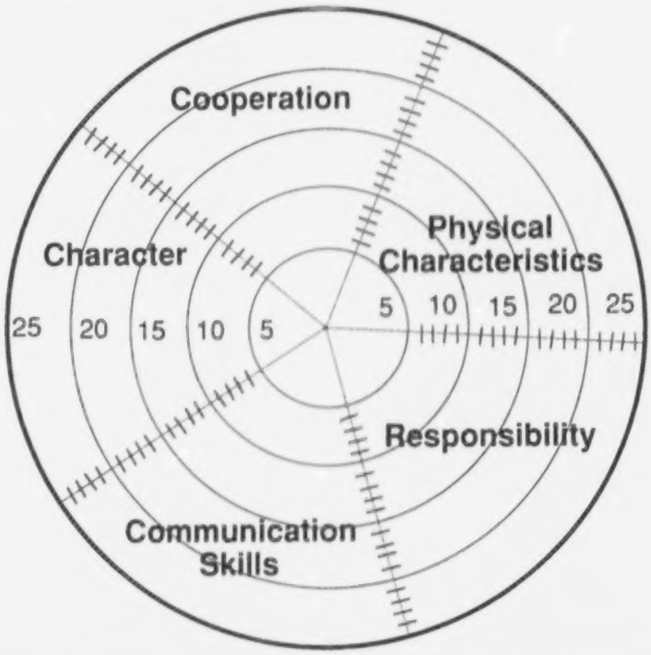
Planning a Program of Personal Development

The first thing that needs to be done in planning a program for personal development is to analyze oneself. Look at areas such as physical characteristics, responsibility, communication skills, character, and cooperation. Look at Figure 1.3 for a better understanding of which personal skills are in each area. It is best to use a systemic approach to analyze oneself by using a standard personality inventory. After personal strong and weak areas have been identified, a plan of how to improve the weak areas can be developed. Next, set specific goals for improving personal skills. This should include setting daily or weekly goals that help meet long-term goals. The specific goals should also have a time frame for achieving the goals. Then get started.

Summary

Leadership and personal skills can be improved with a plan of action. Determine your strong and

Figure 1.3 - Personal Skill Areas



weak areas and get started on personal improvement to gain more self-confidence and self-respect.

Credits

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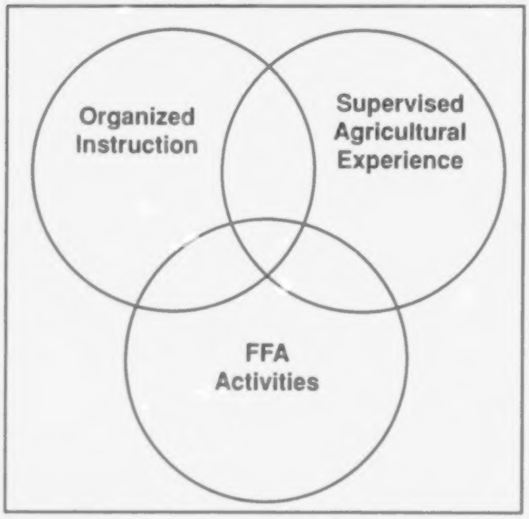
Lesson 2:
Background and Tradition of the FFA

The FFA is an intra-curricular organization. It is an integral part of the agricultural education program. The FFA is a student organization with a long history of developing leaders for agriculture. It also helps prepare students for careers in agriculture by giving hands-on experience and providing personal development.

FFA in the Agricultural Program

The FFA is an organization only for students enrolled in agricultural education courses. The FFA is one of the three areas of agricultural education. Each area of the program overlaps and complements the other two. New skills learned in one area help in the other two. These areas include organized instruction (such as in the classroom and laboratory), Supervised Agricultural Experience, and the FFA. The agricultural education instructor is the advisor.

Figure 2.1 - Areas of Agricultural Education



Supervised Agricultural Experience (SAE) gives students agricultural and occupational experience. It is an individualized program set up for each student outside of the classroom. The FFA is an intra-curricular part of agricultural education designed to help students develop personal and leadership skills.

Levels of FFA Organization

The members at the local FFA chapter level are the foundation on which the entire organization is built. Figure 2.2 shows the organization of the FFA. Members give direct input to the chapter executive committee. The chapter executive committee directs the activities of the chapter. The executive committee is made up of the chapter officers and the advisor. Standing committees give direct input to the executive committee. Indirect input comes from the school administration, the local FFA Alumni Affiliate, and the local agricultural education advisory committee.

Missouri is divided into 13 area associations, which help coordinate FFA activities. The area association is run by the area executive committee. This executive committee consists of the area officers and the area advisor. Local members of each chapter can pass their ideas about the area association through the chapter's executive committee. Each chapter sends delegates to area meetings to represent its viewpoint.

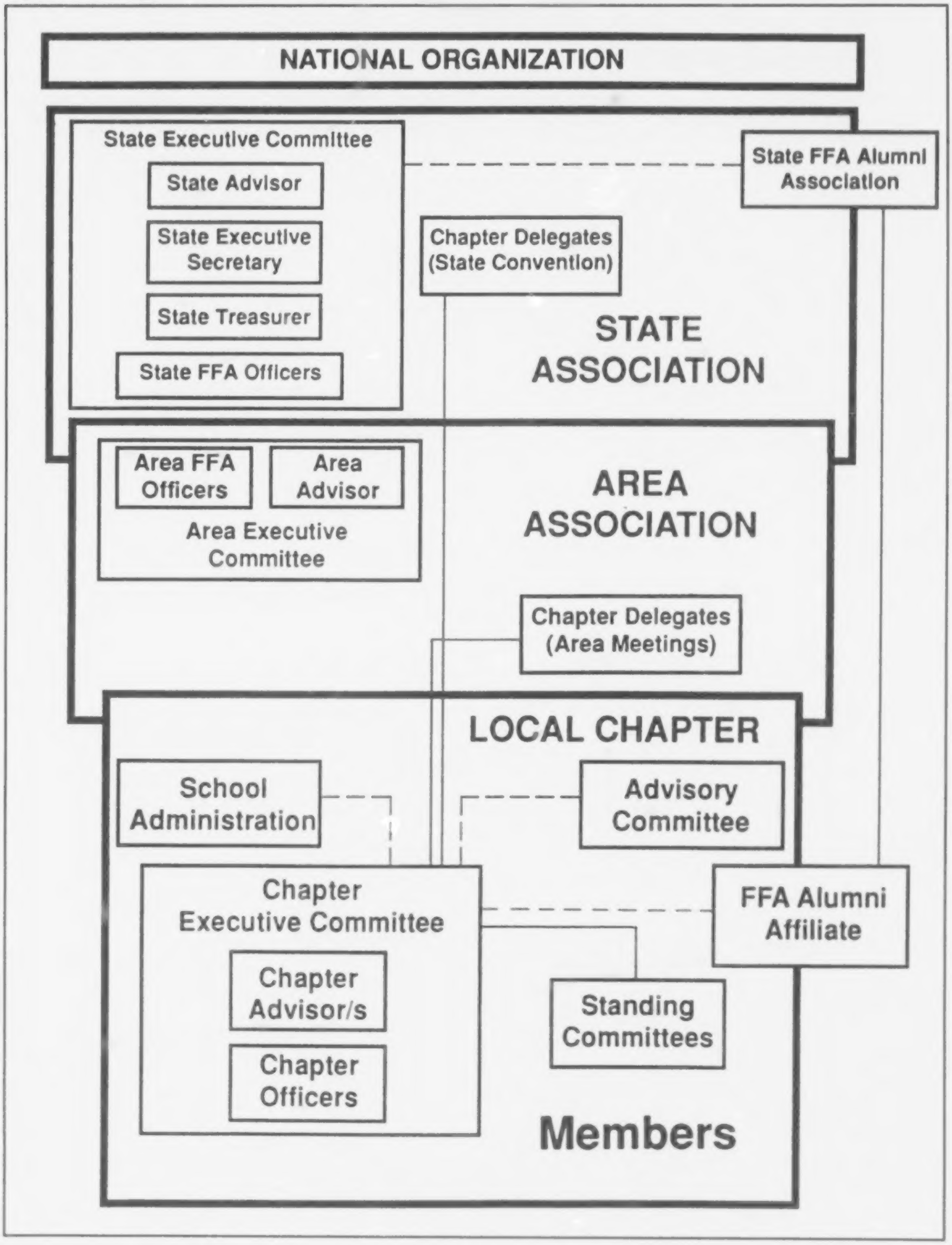
The state executive committee directs the activities of the state association. It is composed of the State FFA Officers, the State Advisor, and the State Executive Secretary. The state association coordinates the activities of the organization at the state level. Members can pass on their views to the state association through their chapter's delegates at the State FFA Convention. Indirect input is given by the state FFA Alumni Association and the area associations.

The activities of the national organization are directed by the National FFA Board of Directors. The National FFA Advisor is the board's chair. Direct input to the National Board of Directors comes from the delegates at the National Convention, the National Executive Secretary, the National FFA Treasurer, and the National FFA Officers.

Summary

The FFA is an intra-curricular student organization for agricultural education students. It develops leaders for agriculture and helps prepare students for agricultural careers. The local members are the foundation of the national organization.

Figure 2.2 - Organization of the FFA



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Lesson 3:
Opportunities of the FFA

NOTE: The Official FFA Manual is the reference for this lesson.

Lesson 4:
Becoming a Member of the FFA

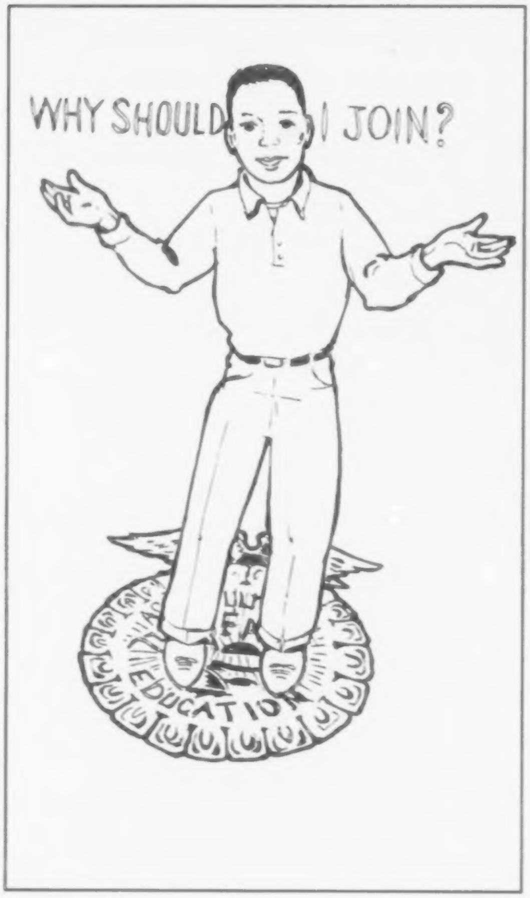
The FFA offers many benefits to its members. The costs in time, money, and extra study seem minor in comparison to the many benefits of the FFA.

Why Should I Join?

There are many reasons to join the FFA. Some of the benefits will be enjoyed while in the FFA, while others will help members the rest of their lives.

The FFA provides opportunities for social and recreational activities including banquets, parties, and camps. There are many financial benefits and awards such as the FFA New Horizon Magazine, medals, plaques, trophies, cash awards, and scholarships. Working in groups, speaking in public, and serving as an officer are leadership opportunities available in the FFA.

Figure 4.1 - Why Join FFA?



The FFA provides students opportunities to achieve in contests, degree programs, proficiency awards, and in many other programs. Many activities provide educational experiences including conferences and contests. Conventions, camps, and conferences provide opportunities to travel around the state and the nation.

The FFA Creed, Motto, and Salute

Creed - The FFA Creed is a statement of belief and pride in agriculture's past and future. Careers in agriculture are enjoyable and challenging. Even when times are tough in agriculture, it is still a good life. The creed says that the FFA can help members become leaders and quality workers. The Creed states that members should be able to get what their efforts are worth. American agriculture will keep our national traditions. The Creed voices the opinion that FFA members can make a difference in agriculture and in America.

Motto - The FFA Motto is based on the concept that people learn to do things; then they learn from their hands-on experience. This experience allows them to work to earn money to live. With the opportunity to live they should serve others and their community.

Salute - The FFA Salute is a salute to the American Flag, the Pledge of Allegiance. It tells of our loyalty to America and its flag. The salute tells of our belief that the country is inseparable and believes in freedom and fairness for all.

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Lesson 5:
Social Skills

People are judged by the way they look and act. It is important for members of the FFA to dress and act so that they will make good impressions. Some people may only see FFA members on one or two occasions. With this responsibility, members should try to always be at their best.

Dressing for Different Activities

Appropriate dress is important in the FFA. The public often judges members on their appearance. Appropriate dress of all members shows pride in the FFA organization.

Members should wear official dress when officially representing the local, state, or national FFA organization. A female FFA member should wear a black skirt or slacks and a white blouse. She should also wear an official blue scarf, black shoes, and the official FFA jacket zipped to the top. A male FFA member should wear black slacks and a white shirt. He should also wear an official tie, black shoes, black socks, and the official jacket zipped to the top.

Many district and chapter FFA activities do not require official dress. In these cases, suitable clothing should be selected for each occasion. Members should wear clean clothing in good condition. Clothing in good taste should be worn. Do not wear clothes that will offend others.

Members helping at work days should wear clothing suitable for the job. Remember that even on work days members represent the FFA.

Good grooming habits should be practiced at all times. Hair should be kept clean and well-groomed. Members should bathe or shower regularly to keep a fresh appearance. Members should also brush their teeth and use mouthwash to give a good smile and fresh breath. Women should avoid wearing excessive make-up. All members should avoid wearing excessive jewelry.

Introducing People

Members will often need to introduce someone to a small group. Before introducing someone make sure you know how to pronounce the name of the person you are introducing. If you are introducing more than one person to a group, introduce the most distinguished persons or females first. Introduce the person in a voice loud and clear enough for people to understand. You may introduce the person by saying "Mrs. Johnson, I would like to introduce you to Wendy, Tom, and Bill."

Figure 5.1 - Wear Suitable Clothing.

You will frequently be introduced to other people. Smile, establish eye contact, and give a firm handshake when being introduced. Traditionally, when being introduced to a female, you would extend your hand only after she initiates it. Now, you should extend your hand to both males and females. After you have been introduced to a person let the person know you are glad to meet them. This can be done by offering a friendly welcome or comment.

FFA members will frequently need to introduce speakers. Remember to make sure you know

Figure 5.2 - Introducing People

how to pronounce the name of the person you are introducing. When introducing the speaker, mention only a few important experiences of the person. Remember you are not the speaker. You are just preparing the audience for the speaker. Build up to the introduction of the speaker by starting with accomplishments. Then give his or her position and name. The person should be introduced in a clear voice that is loud enough to be understood. After introducing the person, remain at the podium until he or she gets there and lead the audience in applause.

Summary

Remember it is important to dress in a manner appropriate for the activity. Different activities will call for dress ranging from official dress to work clothes. Since you are always a representative of the FFA, be at your best at all times.

Credits

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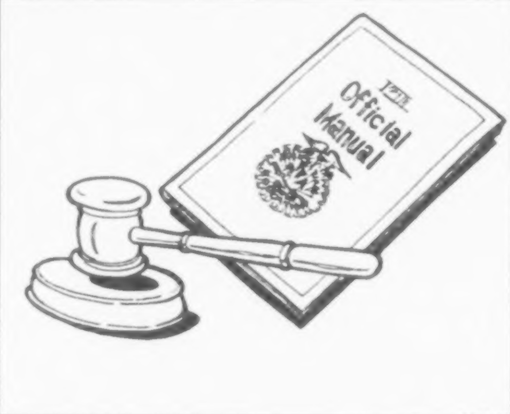
Lesson 6:
Participating in Meetings

Participation in meetings is an important part of the FFA. A better understanding of parliamentary procedure is helpful in many situations. Parliamentary procedure will be used in many meetings besides FFA.

Responsibilities of the Chair

During a meeting, the chair has several responsibilities. The two main responsibilities are to preside over and direct the meeting, not to control it. The chair should be impartial in his or her actions. The chair should only give information and not give his or her opinion or introduce new business. The chair should vote only to break or create a tie. The chair should also keep the group on task and moving along.

Figure 6.1 - The Gavel and FFA Manual Are Used by the Chair.



Commonly Used Motions

Understanding ten common motions will greatly help a member learn parliamentary procedure. The basic meaning of ten common motions will be listed here. Refer to the Official FFA Manual or Robert's Rules of Order for a better understanding of the motions and their characteristics.

Privileged motions

1. Adjourn - This motion is used to end the meeting. "I move to adjourn the meeting."

2. Recess - Recess is the motion to provide a break in the meeting. It is best used with a specified amount of time to recess. "I move to take a 5-minute recess."

Incidental motions

3. Point of Order - Point of order points out an error in parliamentary procedure. If you are not sure if something is wrong, you may ask a parliamentary inquiry. "I call (or rise to) a point of order."

4. Division of the House - A division of the house calls for a visual vote to make sure the votes were counted correctly. "I call for the division of the house."

5. Parliamentary Inquiry - Asks a question about parliamentary procedure "I ask for (or rise to) a parliamentary inquiry."

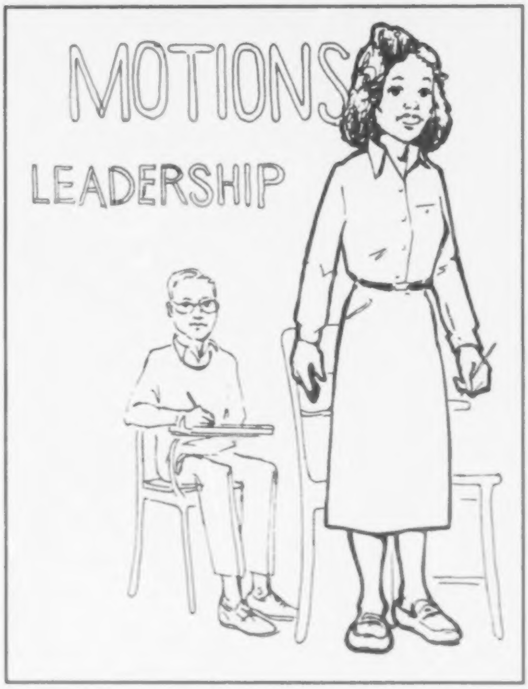
Subsidiary motions

6. Lay on the Table - If a person wants to postpone action on a motion, they may move to lay the motion on the table. "I move to lay the motion on the table."

7. Previous Question - If the debate has lasted a long time, you can stop the debate by moving the previous question. If this motion passes then you start voting. "I move the previous question." This motion requires that 2/3 of the members agree for its passage.

8. Refer to Committee - Sometimes more information is needed on a motion before it is acted upon. If more information is needed, it would be beneficial to refer the motion to a committee for further study. "I move to refer the motion to the earnings and savings committee to get more information."

Figure 6.2 - Stand When Making a Motion



9. Amend - A member may like a motion but want to change it a little. A member may change the motion by amending it. Motions can be amended in three ways: by adding to the motion, by eliminating part of the motion, or by replacing information with other information. "I move to amend the motion by adding the words 'on Saturday'."

Main Motion

10. Main motions - The main items of business are called main motions. "I move to have a petting zoo at the county fair."

Summary

The chair has the responsibility to direct a meeting. He or she should keep the meeting on task, without giving an opinion. Members can aid the chair in the operation of the meeting by having a basic understanding of parliamentary procedure. This basic understanding of parliamentary procedure will give members the ability to understand and participate in meetings throughout their lives.

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Lesson 1:
Decision Making

Decisions must be made every day. Students decide whether to eat the school lunch or take their lunches. People decide whether to put their money in the bank or to increase the number of livestock they are raising. Decisions are also needed in organizations. Organizations must decide which activities to participate in such as selling fruit or operating a food stand at sporting events. Good decision-making skills are important for everyone.

Importance of Making Good Decisions

Decisions need to be made to determine what needs to be done every day. Some decisions are minor, such as deciding what to eat for lunch or what to wear to school. Some decisions are much more important, such as deciding how to invest money, selecting an SAE program, or selecting a career. Good decisions can help students determine what enterprises they will undertake in their SAE programs. Good decisions will help lead toward career goals and help individuals get along with others. The inability to make decisions creates problems throughout one's life.

Figure 1.1 - When making decisions, all possible options should be considered. If the aim is to have a means of transporting supplies on the hiking trail, the horse may be the appropriate selection.

The ability to make good decisions helps develop responsibility. By making good decisions with SAE programs, students earn responsibility. In organizations, it is the responsibility of the leaders to make many of the day-to-day decisions for the group. There is not time to get a vote for every decision that needs to be made. This is why leaders are elected to take this responsibility. Making good decisions is important because they affect other people.

People are judged by their ability to make decisions. All decisions will not turn out to be good decisions. The intent is to make more good decisions than bad decisions. It is hoped that individuals will learn from bad decisions. Groups and individuals can only function if decisions are made.

Through careful thought and by experience gained, people will make better decisions. Making good decisions will help people in their personal lives and organizations to achieve success.

Members' Role in Group Decision Making

Leaders should assist the group in identifying which decisions should be made, but it is not their responsibility to make all decisions. Leaders should help clarify the issues. They may have better access to information to clarify the issues and should assist in finding facts. Leaders should also help the group maintain an orderly process for making decisions. This process may be in the form of organizational meetings or in committee meetings. The orderly process includes encouraging all members to participate. The orderly process should include following the general steps of making decisions discussed below.

Members should work with other group members, through discussion, to make decisions. All group members have the responsibility of helping in the process. All members should help find the facts about a decision that needs to be made.

Steps in Making a Decision

General steps should be followed to make decisions. Without some sort of system or general steps, decisions are made on a whim or from gut feelings. The following are general steps in making decisions. An example situation is presented through all the steps.

Define the problem as clearly as possible. A student needs a truck to do work with a livestock SAE program and for general transportation.

Identify the objective of the outcome. The objective is to find convenient transportation that meets all needs. It needs to be a good work truck and look and run OK for general transportation.

Identify the possible solutions. Possible solutions may include using the family pickup, buying a 3/4-ton pickup, or buying a monster, four-wheel-drive pickup.

Identify the facts involved. The truck will need to be used to feed cattle, haul livestock to market, and haul fuel to the field. It will be used in muddy conditions, driven on dates, and driven to school. Furthermore, not much money is available for maintenance after the purchase.

Evaluate the possible solutions. The family truck is always junky and in use. It may be difficult to load feed and cattle into a monster truck. But, a monster truck would be cool with the friends and could be used for mud-a-thons. A 3/4-ton pickup would be more convenient for hauling and for muddy conditions. It would look OK and be easier for dates to get into the truck.

Make the decision. Buy the 3/4-ton pickup.

Evaluate the decision. The 3/4-ton pickup meets most of the student's needs. The pickup provides the student more flexibility and is useful in doing farm work. Also, it is more practical to drive to school and on dates. On the other hand, the student has more expenses (gas, oil, insurance, etc.) due to owning a truck. These additional expences leave less money to spend on dates, etc.

If the decision is evaluated and is not acceptable, the person would need to start through the steps again to determine what might be the best decision.

Summary

Good decision-making skills are important. With the use of a step-by-step process to make decisions, better decisions can be made. Making decisions will help people determine what needs to be done. It is important to make good decisions because other people are often affected by them. Making good decisions will help members and the organization to which they belong.

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Lesson 2:
Responsibilities of Members

An organization needs the participation of its members to be successful and dynamic. Members that participate in the organization get the most benefits from the organization. The members that are involved also help carry the responsibilities of the organization. Being a member of a group carries the responsibility of being involved.

Major Responsibilities as a Member

Members have many responsibilities to the organization to which they belong. The members should learn the aims and purposes of the organization and be involved in the activities of the organization. Also, members should be informed on issues and concerns of the organization, attend the organization's meetings, and be involved in the meetings. Members have the responsibility of respecting the rights of others and conducting themselves as good citizens. Members should support the decisions of the majority and work on committees.

Figure 2.1 - Members Represent the Organization.

The Need for Member Participation

Members that participate gain the most benefit from the organization. Members that sit back and watch gain very little from the organization. Participation in the organization benefits each member personally. Participation gives enjoyment, develops friendships, and gives a sense of belonging to the group. It also helps prepare members to be leaders.

Besides helping the individual, participation helps the organization as a whole. Member participation provides support to other members and the organization. It also helps distribute the responsibilities of the organization.

Members' Conduct Affects the Image of the Organization

Organizations are often judged by the appearance and conduct of the members. In reality, the members are the organization. Often, people judge the organization from their exposure to only one or two members. Each person's impression of the organization is dependent on the members the person is exposed to. People may judge the organization by members' actions, even when they are not representing the organization. This is why members should conduct themselves properly at all times.

Being a Good Committee Member

Being a committee member has some responsibilities. Committee members should not expect to just come to meetings. Good committee members become knowledgeable on the topics being discussed in the meetings. Members should make an effort to attend all committee meetings. Good members are willing to contribute to the group discussion. This means listening to the opinions of the group as well as talking. As part of a group, individuals must be willing to accept the majority decision.

Summary

Upon joining an organization, each member must accept the responsibility of becoming involved. Organizations that are successful have active members. Members should participate in meetings as well as on committees. Members also need to remember that people may be judging the organization from their actions. With this in mind, members should always conduct themselves properly.

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Lesson 3:
FFA Program of Activities

Every organization should have a plan to help coordinate and plan activities. The FFA uses the Program of Activities. It is developed at the beginning of the year to act as a planning tool to help the chapter reach its goals and to get all members involved. The Program of Activities is also used to help evaluate last year's activities. This evaluation can suggest improvements for the coming year's activities. It can also be used to see if the chapter is meeting its goals.

Standing committees are established to develop the goals and activities for each area of the Program of Activities. These committees are coordinated by the chapter vice president. The recommendations of the committees are brought before the chapter for approval. The chapter may also desire to amend the reports or reject them. Once the Program of Activities is approved, it is used as the guide for the chapter's activities.

Areas of the Program of Activities

Supervised Agricultural Experience is the area of the Program of Activities designed to encourage students to apply what is learned in class to hands-on applications in supervised experience programs. It can encourage development and improvement of programs. It may include heifer projects or gilt chains.

The scholarship area provides activities to encourage members to improve scholastic achievement. Activities could include contests for the most improved grade point average or an ice cream party for students with all A's, B's, and C's.

Organizations frequently provide fun activities. The recreation area of the Program of Activities provides activities for member relaxation and fun. Activities could include recreation after meetings, summer picnics, barn dances, or fun nights in the school gymnasium.

Cooperation is the area that provides activities to improve members' ability to work with others. Activities could include intramural sports teams and working with other groups on projects.

Figure 3.1 - Areas in the Program of Activities

The public relations area provides opportunities to inform the community and the school population about the FFA and FFA activities. It also improves the public's perception of the FFA chapter. The public relations area can be used to inform the public about upcoming FFA activities, tell about SAE programs, or tell of chapter and individual accomplishments.

Community service is the area that provides opportunities to improve the local community. Improvement activities come in many forms. They could include beautifying the community, developing a community recycling program, or attracting new businesses to town.

The participation in state and national activities area provides opportunities for members to become involved beyond the local FFA level. Members can run for area, state, or national offices and attend leadership camps and conventions. They can also get involved in the work experience abroad (WEA) programs.

Leadership is the area of the Program of Activities that provides opportunities to develop members' leadership skills. Activities could include public speaking contests, participation of all members on standing committees, or members speaking at public functions.

Organizations must have money to operate. The earnings, savings and investments area provides activities for raising money for activities and for financial investments. This area can outline the money making activities of the chapter such as fruit sales, concession stands, or plant sales. The chapter treasurer is usually the chairperson for the committee representing this area.

The alumni relations area encourages member and alumni organization relationships. This might include an FFA Alumni Business tour by the members or a member/alumni basketball game.

Conduct of meetings is the area designed to improve the way the meetings are run. It may encourage more member participation or improvement in parliamentary procedure.

The membership development area encourages others to enroll in agriculture and join the FFA. Activities could include presenting programs to eighth grade students.

Improving the Program of Activities

The Program of Activities is not supposed to be an unchangeable document. Each year the Program of Activities should be evaluated for its strengths and weaknesses. The standing committee responsible for the area should evaluate each activity after it has been completed. Do not wait until the end of the year to evaluate the chapter's success or the committee members will forget all the new ideas they have for improving activities.

At the end of the year, the committees should make suggestions for improvements. They should make suggestions about activities that should be discontinued and activities that could be added to improve the success of the chapter.

Summary

The chapter's Program of Activities is very important as a planning tool for the success of the chapter. The chapter is given a plan for the year's activities developed by the standing committees and approved by the chapter. The Program of Activities can also be used to evaluate how well the chapter has met its goals.

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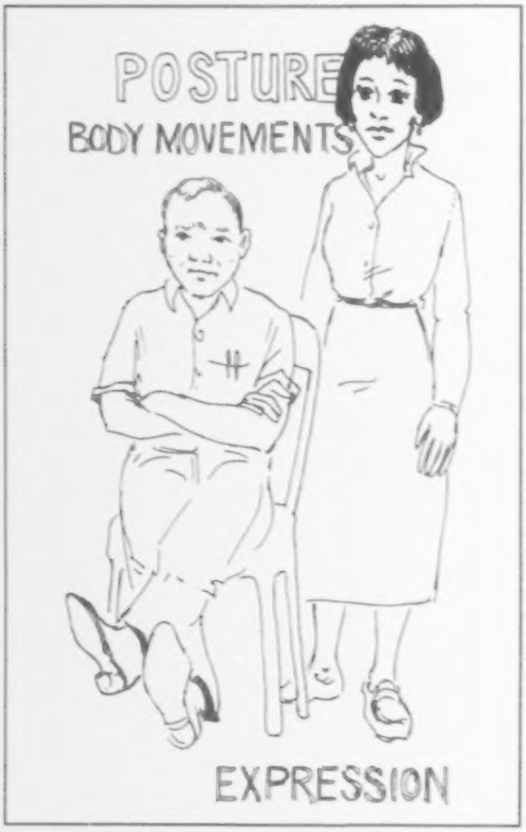
Lesson 4:
Communicating in Groups

Group members need good communication skills to help them participate effectively in meetings. Communication can be in many forms. Communication can be written, verbal, or nonverbal in nature. Verbal communication and written communication are the forms most people think of as expressing themselves, but nonverbal communication can be just as important. The speaker may say one thing, but his or her nonverbal actions say something else.

Forms of Nonverbal Communication

Nonverbal communication needs to be considered when communicating in groups. In nonverbal communication, messages are sent and received through appearance, body movements, posture, facial expressions, eye contact, speaking distance, and other cues. Nonverbal cues can have a positive or negative impact on communication. Consider how nonverbal cues may be interpreted when communicating so that the message is clear.

Figure 4.1 - Nonverbal Cues



Appearance - A person's appearance can tell others many things about his or her attitude. It can indicate that the person is serious about the group, is comfortable with the group, or does not have a professional attitude. Proper dress should be worn for the occasion. General cleanliness also says a lot about the person. It is important to always maintain cleanliness.

Body movements - Body movements or gestures express the person's attitude when speaking or listening. For example, shaking one's head can indicate disbelief, agreement, or disagreement with what is being said. If the arms are folded across the chest when speaking, it may indicate that the speaker has already made up his or her mind and nothing anyone says will change it. Having the arms and hands at the side indicates that the speaker is open-minded.

Appropriate gestures can be used effectively to help communicate ideas. Do not over exaggerate gestures; try to make them appear as natural as possible.

Distracting mannerisms can become a barrier to good communication and should be avoided. Distracting mannerisms include hair tugging, fingers drumming, hand twisting, foot shuffling, and excessive blinking.

Posture - A straight posture can communicate that the person is proud, confident, or feels good. A stiff posture may indicate that the person is interested, afraid, defiant, nervous, or uncomfortable with the discussion. When a person slumps when standing or sitting, it can indicate that he or she is depressed, filled with despair, bored, insecure, or has a bad back.

Facial expressions - People often communicate by facial expressions such as smiling, frowning, gritting teeth, or raising eyebrows. Speakers can frequently tell what the audience is thinking by their facial expressions. If the audience is frowning, it may indicate that they are displeased with what is being said.

Eye contact - Direct eye contact can indicate that there is interest in the conversation. It is important to maintain appropriate eye contact. This does not mean to stare at the speaker. Looking away can indicate that the listener is bored with or ashamed about the topic being discussed.

Speaking distances - Depending on the situation, people may stand close or far apart when communicating. During informal conversations with one or two persons, people stand an average of two to four feet apart. When speaking in formal situations such as speaking with a boss, the average distance is four to eight feet apart. When speaking to a group, the speaker is at least twelve feet away from the audience.

Other cues - Other cues may be expressed in tone of voice, in laughing, in coughing, and in yawning. When communicating, consider the way people may interpret these cues to determine what is appropriate for the situation.

Skills for Effective Listening

To be good communicators, people need to be good listeners. Skills for effective listening include focusing one's attention on the speaker and maintaining appropriate eye contact. While listening, the audience should analyze what is being said. When listening, a good way to show the speaker that he or she is being heard is to respond with an occasional word, statement, or question. In some situations, it may be appropriate to take notes for future reference.

Contributing in Group Discussions

When participating in a group discussion, members should be informed on the issues. When people are informed, they can make better judgements and give valuable contributions to the discussion. An important aspect of communication is to listen to other people's comments. If group members listen to others' comments, they are better able to contribute to the discussion. Usually people are part of the group because they have something to contribute.

Contributions to the discussion should be kept on the topic. Comments should be positive and constructive. Negative comments only hinder communication and should be avoided. It is best to keep an open mind to other people's ideas.

Responsibilities of a Good Discussion Leader

A good discussion leader should introduce the topic of discussion and give necessary background information about the topic. Then, the leader should get the discussion started. This could be done by making the first comments or by asking probing questions.

A good discussion leader should encourage all members to participate. Without the leader's encouragement, many group members will not contribute to the conversation. The leader should keep the discussion positive and constructive. Occasionally, the leader may need to make statements to redirect thinking. The leader should close with a statement to bring the group discussion to an end.

Figure 4.2 - Responding to Questions

Responding to Questions

During discussion, questions will need to be addressed. The leader should respond to questions with good judgement; do not guess when the answer is not known. It is better to say that you do not know than to try to bluff your way through an answer.

Extemporaneous Speaking

Often, people are able to prepare their opinions in advance. This is not always possible in many situations. Giving a speech on a topic without a written or memorized script is called speaking extemporaneously. Extemporaneous talks may need to be made with little or no time for preparation. People frequently speak extemporaneously as they participate in class discussions, meetings, etc.

Summary

Good communication skills are important for members of groups. Good communication skills help members to be able to participate effectively in groups. Good listening skills will also improve members' ability to participate in group discussions.

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Lesson 5:
Presentations

World leaders and ministers are not the only people that give prepared presentations. Most people give a formal presentation at some time. A person may be asked to give a committee report, an introduction, or a speech on a favorite hobby. Speaking skills can be gained through practice. The more practice a person gets, the more comfortable and skilled he or she will become at speaking in public.

Types of Formal Presentations

There are six basic types of formal presentations. Action-seeking presentations try to promote people to take action about the topic. For example, politicians might attempt to get people to vote. Challenging presentations try to inspire the audience to improve itself or a situation, such as becoming a better leader. Entertaining presentations are used for recreation or to amuse. It does not intend to teach something; it attempts to amuse.

Informative presentations attempt to provide information on a specific topic. Teachers are basically attempting to inform students. They may also attempt to persuade, challenge, or entertain, but they are basically trying to inform the students. Persuasive presentations seek to change people's opinions in favor of a decision or course of action. Demonstrative presentations show how to actually do a task.

Visual Aids in Presentations

Visual aids can help an audience understand the information being presented. Charts, posters, overheads, samples, etc., can be used as visual aids. The visual aid should be of a suitable size to be seen by the audience. If wording is used, it should be clearly written and large enough to be readable by the audience. Visual aids should only be used if they help convey the message.

Selecting a Topic for a Presentation

The topic selected for a presentation is very important. There should be a reason for selecting a specific topic. The topic should interest the audience, be appropriate for the audience, and be at the right level for the audience. If the presentation is for a third-grade class, a presentation on selecting a college or vocational-technical school would not be appropriate. Also, the speaker should consider his or her qualifications, experiences, and interests when selecting a topic.

It is very important to select a topic of manageable size. It would be impossible to speak about managing a dairy herd during a five-minute presentation. On the other hand, it would be difficult to speak about making instant coffee for an hour. Therefore, matching the scope of the topic to the time allowed is very important when selecting the topic for the presentation.

Steps in Preparing a Presentation

The first step in preparing a presentation is to choose a topic. As discussed previously, there are several factors that should be considered when selecting a topic. After the topic is selected, the audience should be analyzed to determine the direction for the topic. Consider how much knowledge the audience has on the subject.

Next, determine the goal of the presentation. Is the goal to inform, persuade, challenge, or

Figure 5.1 - Preparation Is Essential.

entertain the audience? After the goal is set, gather information on the topic. While gathering information, develop an outline for the presentation. The outline should include an introduction, the body, and a conclusion. This outline will help when writing the presentation.

Start writing the presentation by preparing a rough draft. Edit this draft several times until it is finalized. Rehearse the delivery by practicing it in front of a mirror, on videotape or audiotape, or for friends and family. There is no such thing as too much practice. After much preparation, the presentation is ready to be delivered.

Delivering a Presentation

When the speaker is enthusiastic about the topic of his or her speech, it will be obvious to the audience. Stand erect on both feet with good posture. Maintaining eye contact with the audience shows that the speaker is interested in them. The volume and tone of voice should be varied for emphasis. Monotone voices are very hard to listen to. Use appropriate gestures to emphasize points, but do not get carried away with the use of gestures. Only use gestures if they add to the talk.

When participating in public speaking contests, the speaker is usually not allowed to use notes. In real life situations, some notes may be helpful. If a written crutch is needed, use an outline. Do not use a written copy of the presentation, because it is very difficult to keep track of exactly where you are in the presentation. Avoid trying to be very funny, but subtle humor may be included in the presentation. Do not plan on getting big laughs. Avoid apologies. For example, if you apologize for your lack of time to prepare, you only draw attention to the fact that your speech may not be the best.

Figure 5.2 - Delivery Is Important.

Summary

Good speaking skills can be developed, and good presentations can be prepared through work. Selecting an interesting topic and gathering appropriate information will help make a good presentation. After it is written, spend time to practice the delivery of the presentation.

Credits

Agricultural Business Sales and Marketing. University of Missouri-Columbia: Instructional Materials Laboratory, 1984.

Carnegie, Dale; Dorothy Carnegie. The Quick and Easy Way to Effective Speaking. New York, NY: Association Press, 1962.

FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

Foster, Richard M.; Dann E. Husmann. Leadership Development in Agricultural Education. Lincoln, NE: Nebraska Department of Education, 1990.

Notgrass, Troy. Parliamentary Procedure - A Study Manual. Austin, TX: Extension Instruction and Materials Center, 1973.

Parliamentary Procedure for Youth Organizations. University of Missouri-Columbia: Instructional Materials Laboratory.

Rodman, George. Public Speaking. New York, NY: Holt, Rhinehart, and Winston, 1986.

Rodman, George. Speaking Out - Message Preparation for Professionals. New York, NY: Holt, Rhinehart, and Winston, 1978.

Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

Lesson 6:
Parliamentary Procedure in a Meeting

Parliamentary procedure provides a guide for conducting meetings. It is a democratic process similar to the process used in congress. Parliamentary procedure helps to speed up slow meetings and give everyone an opportunity to be heard. A good background in parliamentary procedure will be very beneficial when participating in meetings.

Purposes of Parliamentary Procedure

Parliamentary procedure allows one item to be addressed at a time, extends courtesy to everyone, allows the majority decision to rule, and protects the rights of minority opinions. It allows everyone an opportunity to present his or her ideas in an organized fashion.

Major Types of Motions

There are four major types of motions. Main motions are the main items of business to be discussed. These might include whether the chapter should have a float in the parade or whether the chapter should send two officers to the Washington Conference Program. Subsidiary motions help to change or dispose of the main motion. Incidental motions relate to concerns about parliamentary procedure. Privileged motions deal with important situations that need to be handled.

Incidental Motions

Incidental motions clarify questions or concerns about parliamentary procedure. They involve members in the operation of the meeting.

Appeal the decision of the chair - This seeks to reverse the decision of the presiding officer. "I appeal the decision of the chair."

Divide the question - This motion is to divide the main motion into two parts that will both stand alone. "I move to divide the question into two parts. The first part stating that we have a barn dance, and the second part saying that we have a talent contest."

Division of the house - This is to provide a more accurate vote by requiring a visual vote. "I call the division of the house."

Object to consideration - This prevents the waste of time on an unimportant motion, by preventing consideration of the motion. "I object to the consideration of the motion."

Nomination - This places a name for consideration for an office or position before the organization. "I nominate Gwen Harra for president."

Parliamentary inquiry - This is seeking information about parliamentary procedure. "I ask for (or rise to) a parliamentary inquiry."

Point of order - This calls attention to a violation of the rules of parliamentary procedure. "I call (or rise to) a point of order."

Suspend the rules - This allows action to be taken that the rules may not have allowed. "I move to suspend the rules by allowing greenhands to vote on FFA Sweetheart."

Withdraw a motion - This allows the person that made a motion to withdraw it from consideration before it is voted on. "I withdraw the motion."

Subsidiary Motions

Subsidiary motions change or dispose of the main motion. The motions listed below are in order of precedence, which means the motion with the highest priority is listed first.

Lay on the table - This delays action until the motion is removed from the table. "I move to lay the motion on the table."

Previous question - This ends debate and leads to an immediate vote. "I move the previous question."

Limit or extend time of debate - This sets or adjusts the amount of time allowed for debate on a motion. "I move to limit debate to one minute per person, per motion."

Postpone to a specific time - This delays action until the time set in the motion. "I move to postpone this matter until our next monthly meeting."

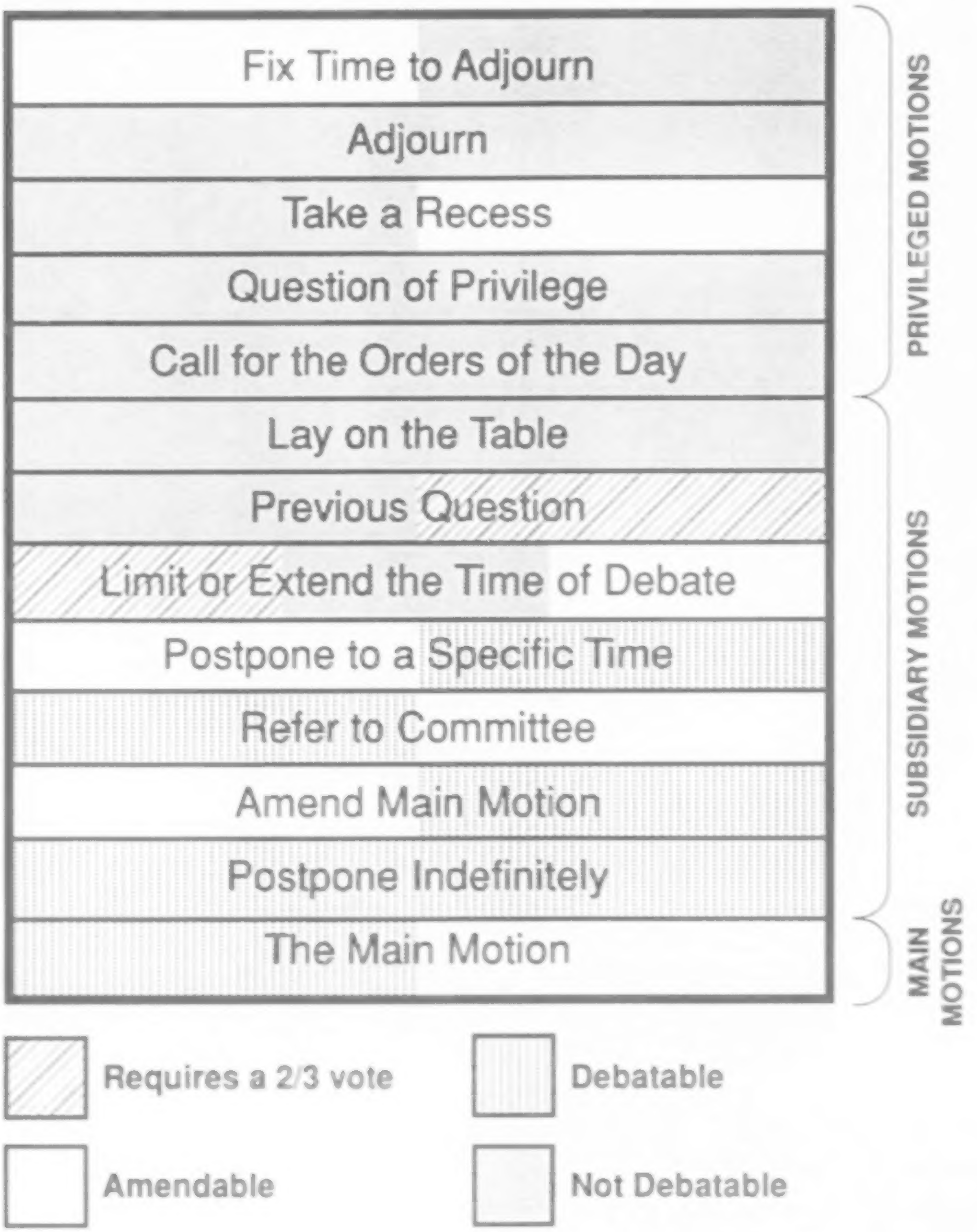
Table 6.1 - Commonly Used Motions

Some Commonly Used Motions

MOTIONS	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE REQUIRED TO PASS	CAN BE RECONSIDERED
Privileged Motions:					
Fix Time to Adjourn	Yes	No	Yes	Maj.	Yes
Adjourn	Yes	No	No	Maj.	No
Take a Recess	Yes	No	Yes	Maj.	No
Question of Privilege	No	No	None	No	No
Call for the Orders of the Day	No	No	No	2/3 to set aside	No
Subsidiary Motions:					
Lay on the Table	Yes	No	No	Maj.	No
Previous Question	Yes	No	No	2/3	Yes*
Limit or Extend Time of Debate	Yes	No	Yes	2/3	Yes*
Postpone to a Specific Time	Yes	Yes*	Yes	Maj.	Yes
Refer to Committee	Yes	Yes	Yes*	Maj.	Yes*
Amend	Yes	Yes	Yes	Maj.	Yes
Postpone Indefinitely	Yes	Yes	No	Maj.	Yes*
Main Motions:					
Main Motion	Yes	Yes	Yes	Maj.	Yes
Incidental Motions:					
Point of Order	No	No	No	None	No
Appeal Decision of the Chair	Yes	Yes*	No	Tie or Maj.	Yes
Suspend the Rules	Yes	No	No	2/3*	No
Object to Consideration	No	No	No	2/3	Yes*
Division of the House	No	No	No	No	No
Divide the Question	Yes	No	Yes	Maj.	No
Parliamentary Inquiry	No	No	No	None	No
Withdraw a Motion	No	No	No	None	Only by Prevailing Side

*This is a simplified table. There are exceptions to these rules, which can be found in **Robert's Rules of Order.**

Figure 6.1 - Order of Precedence of Motions



Refer to a committee - This allows a committee to do further study on a motion. "I move to refer the motion to the recreation committee to get more information."

Amend - This changes a motion to improve it by adding, deleting, or substituting parts of the motion. "I move to amend the motion by adding the words 'on Saturday'."

Postpone indefinitely - This delays action to an undetermined time, which basically kills the motion. "I move to postpone this motion indefinitely."

Privileged Motions

Privilege motions deal with important issues that need to be handled. The motions are listed in order of precedence. Privileged motions have precedence over all other types of motions.

Fix time to adjourn - This sets the time the group will meet after it adjourns. "I move to fix the time to reconvene to Tuesday at 7:00 p.m."

Adjourn - This closes the meeting. "I move to adjourn the meeting."

Take a recess - This provides a short break in the meeting. "I move to take a five-minute recess."

Question of privilege - This is used to correct undesirable conditions. "I rise to a question of privilege."

Call for the orders of the day - This is used to keep the organization on the regular order of business. "I call for the orders of the day."

Summary

There are many motions that help organizations function. Parliamentary procedure is essential to help in conducting the organization's business in an efficient manner.

Credits

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FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

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Notgrass, Troy. Parliamentary Procedure - A Study Manual. Austin, TX: Extension Instruction and Materials Center, 1973.

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Rodman, George. Public Speaking. New York, NY: Holt, Rhinehart, and Winston, 1986.

Rodman, George. Speaking Out - Message Preparation for Professionals. New York, NY: Holt, Rhinehart, and Winston, 1978.

Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

Lesson 1:
Resumes and Applications

A resume is a written summary of an individual's qualifications. It is a very helpful tool when searching for a job. Resumes are given to prospective employers and are used when completing applications for jobs, scholarships, awards, etc. The ability to properly complete an application is very important. Frequently, an application will be reviewed when the applicant is not present. Therefore, it must accurately represent the person. A poorly written, sloppy application will be the first one in the trash can.

Resumes

Although resumes can be set up differently, they should contain basically the same types of information. The information is usually presented in the manner listed below.

Personal information - This information should be listed first. It includes your name, current address, and telephone number. Your social security number may be included with personal information. It is important to have this information at the employer's fingertips for convenience.

Employment objective - After the personal information, you may want to include a brief statement of your employment objective, indicating the type of job being sought. One possible objective would be to be a greenhouse worker.

Educational background - List the most recent education first. Include dates and degrees earned, as appropriate. If a degree beyond high school is earned, high school information may be omitted.

Work experience - List most recent work experience first. Include the company's name and address. The starting and ending dates of employment, your job title, and a brief description of your responsibilities should also be included.

Other information - Headings such as activities, honors, awards, and skills are listed, as appropriate. They should be organized with the most important items first. If you have participated in many activities, list only the most important activities or honors.

References - At the end of the resume, a list of references could be included. Give names, positions, addresses, and telephone numbers of three persons (not relatives) who have direct knowledge of your work competence and/or teachers who are familiar with your school work. Permission to list their names must be obtained from your references. It is acceptable to leave out references and to indicate on the resume, "References available upon request." If references are requested, they should be furnished immediately.

It is recommended that resumes be one or two pages in length. For beginning jobs, one page should be enough. As experience is gained, the resume will expand. Neatly type the resume and duplicate it with a quality photocopier. Poor quality copies give potential employers a poor impression.

Completing Job or Scholarship Applications

Be as neat as you can; type the application, if possible. Sometimes the application must be completed at the site. This enables the company to see the applicant's neatness and ability to fill out the form. Do not leave any blanks empty. The people reading the application will wonder whether you did not understand the question, did not want to reply, or thought the question was not applicable. Put NA (not applicable) in blanks that do not apply to your situation.

Neatness on the form includes several things. Spell all words correctly; misspelled or scratched-out words quickly detract from the application. Follow directions on the application.

Read ahead before filling in the blanks. Do not assume that all forms are set up the same way. For example, assuming that the state and zip code are placed after the city in the personal information section would be a mistake if there was a different line for these items. Another common mistake is placing your first name in a blank asking for your last name. If the application can be taken home, make a photocopy of the form and prepare a working copy. Then, accurately copy the information to the application that will be returned to the company.

Figure 1.1 - Sample Resume

Janet Student
349 Monrovia Street
Littleton, Missouri 66554
314-555-5690
SS# 555-45-78

Employment Objective: *Lawn equipment service person in a tractor dealership.

Education Background: ***Littleton High School,** Littleton, Missouri; September 1989-June 1991

***Shawnee High School,** Shawnee, Iowa; September 1987-June 1989

Work Experience: ***Johnson's Small Engine Shop,** Littleton, Missouri; March 1990-present.
Job included sales in parts department, engine tune-ups, engine overhauls on two-cycle and four-cycle engines, assemble new mowers and trimmers, and pickup and delivery of equipment.

***Walmart,** Littleton, Missouri; October 1989-March 1990
Job included stocking shelves and hardware sales.

***Shawnee Country Club,** Paulson, Iowa; April 1987-August 1989
Job included operating greens mower, gang mowers, aerators, and golf cart maintenance.

Activities and Honors:
***State FFA Contests** - Second place team/third place individual in Agricultural Mechanics, April 1991
***Star Chapter Farmer** - Littleton FFA Chapter, April 1991
***District FFA Contests** - First team and individual in Agricultural Mechanics December 1990, fourth individual in Nursery/Landscape, 1991
***Lincoln Arc Welding Award** - June 1990
***FFA President** - April 1990-April 1991
***Junior Class Treasurer** - September 1989-June 1990
***Member of Track Team** - 1988

References:
***Mr. John Burman,** 1289 High Street, Paulson, Iowa 67555, 423-555-3423
***Mr. Tom Adams,** 457 Main Street, Littleton, Missouri 66554, 314-555-3972
***Mrs. Delores Johnson,** 7866 Main Street, Littleton, Missouri 66554, 314-555-7852

Summary

Resumes and applications represent the people completing them. Therefore, they must be of good quality to represent people at their best. Employers may decide to interview or hire a person based on the strength of the resume and application. Often, scholarships are awarded based on the application alone. By following simple guidelines, you will be able to prepare good quality resumes and applications.

Credits

Agricultural Business Sales and Marketing. University of Missouri-Columbia: Instructional Materials Laboratory, 1984.

Crockett, Carolyn; Sharon Stevens. Core Employment Skills. University of Missouri-Columbia: Instructional Materials Laboratory, 1990.

FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

Foster, Richard M.; Dann E. Husmann. Leadership Development in Agricultural Education. Lincoln, NE: Nebraska Department of Education, 1990.

Goodrick, Bill. Missouri VICA Curriculum Guide. University of Missouri-Columbia: Instructional Materials Laboratory, 1986.

Holt, Sharyn; Denny Marlys; James F. Muench. Core Employment Skills: Supplementary Units. University of Missouri-Columbia: Instructional Materials Laboratory, 1990.

Nelson, Robert. Methods and Materials for Teaching Occupational Survival Skills. Urbana, IL: University of Illinois, 1987.

Rakes, Thom; et. al. Your Resume - Write It Right. Columbia, MO: Career Planning and Placement Center, 1984.

Robert, General Henry M. Robert's Rules of Order. New York, NY: Pyramid Books, 1970.

Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

Lesson 2:
Finding a Job

Determining which career to pursue and finding a job are two very different procedures. Individuals must decide what career interests them. Look into career opportunities and characteristics of the different careers. After an individual has selected a career, he or she needs to find a job in the career area. Frequently, other people can provide leads about available jobs.

Steps in Choosing a Career

Consider your interests, abilities, and other characteristics. What are your hobbies and interests? Do you enjoy showing cattle, riding horses, or walking in the forest? Which of your physical characteristics may influence your career decision? Some characteristics may limit your career choices. If you have poor eyesight, it is unlikely that you will become a professional umpire. If you have slow reflexes, it would be difficult to be a jet fighter pilot. Being a tree surgeon requires good arm strength to climb trees. If you have many allergies, you may not want to work as a landscaper or gardener.

Figure 2.1 - Choosing a Career

What talents do you have? If you are artistic or enjoy public speaking, consider careers in which you could use these skills. What careers appeal to you? Think about friends or family members who work at jobs that look interesting. In what courses in school did you do well? In which areas do you have experience or knowledge?

Take career interest or vocational aptitude tests. Most counselors or placement directors have access to these tests. The scores from these tests may indicate which skill areas are strong or weak. The Armed Services Vocational Aptitude Battery (ASVAB) is a commonly used vocational aptitude test.

Narrow the field of career choices. Consider the following. Do you like to work with people or things? Do you like working alone or with others? Do you want to work indoors or outdoors? Would you rather work with your hands or with concepts? What type of salary do you need? Do you want to live in a rural or urban location?

Study the characteristics of career choices. Compare education or training required, work environment, salary range, expectations and duties of the job, and opportunities for advancement. The library, school counselor, or career center should have information about different careers. Another good place to learn about careers is from people on the job. They are excellent sources of information that books may not be able to provide.

Choose a career that matches your interests. Once you have identified your interests, select careers in those areas. If you enjoy working with animals, becoming an accountant would not be a consideration. If you like working with numbers, you probably would not enjoy being a veterinarian assistant. You will be more successful in a career area that interests you.

Plan for alternative occupations. Allow some room to make choices in your career. Look at careers in related areas. If you want to be a greenskeeper, look at related areas such as groundskeeper, golf course superintendent, or a lawn service manager. Also, look at careers that require similar skills. For example, a tractor mechanic, welder, and computer repair technician all require good mechanical skills, but the career areas are quite different.

Plan for career preparation. It is important to prepare for a career. The next section will discuss this in more detail.

Career Preparation

A plan for career preparation can include courses taken in high school, work experience, and additional education. In high school, take courses that are interesting or explore other subjects. While in high school, it is the best time to look at career alternatives.

There are several different strategies that high school students can use to gain experience and explore career possibilities. The agriculture program provides excellent opportunities for experience through Supervised Agricultural Experience (SAE) programs. These SAE programs give students real job experience. Students can take summer jobs to work in areas that interest them. Students can also gain experience through a work study program and through unpaid observations. Unpaid observations may include accompanying a veterinarian or extension agent to observe the responsibilities of the job.

Plan for additional education or training beyond high school, if required. Training can be obtained from vocational-technical schools, two- and four-year colleges and universities, or private technical schools.

Possible Ways to Find Information About Available Jobs

Once a career has been selected, the student is ready to find a job in the career area. Information about possible jobs can be found through many sources. The most obvious place may be the classified advertisement section in local newspapers, which carries some of the openings in the community. Use newspapers from surrounding cities or magazines in the area of interest. Frequently, magazines about the fruit production industry will have classified advertisements for orchard managers, etc.

Personal contact with friends, family, teachers, etc., is an excellent way to find out about available jobs. They may know of job vacancies before the information is released to the public. Unless personal contacts are asked, they may not think about letting you know about job openings. When talking with friends and family, practice active listening (listening closely and trying to understand what is being said completely). Even before the job search begins, you may hear about a good opportunity during friendly conversations.

Private and public employment agencies will have news of jobs that are available. Some companies work exclusively through employment agencies. Check with businesses directly to find out about openings. You may inquire about opportunities or just look at the placement bulletin board.

Whether in school or after graduation, check with the school placement office. Tell the placement person what types of jobs you are interested in. This person may know about job opportunities, but unless you indicate that you are interested, they will not know to tell you about the jobs. Look on the placement board for current job listings. Some businesses simply post job information on the board. You may want to meet with recruiters who occasionally come through the office if you are interested in further education or the military.

Job Inquiries

Once possible job types have been identified, contact the businesses about available jobs. There are three ways to inquire about jobs: direct contact with the employer, telephone contact, and letters of inquiry. A sample letter of inquiry is illustrated in Figure 2.1. The method you use will vary depending upon the size of the community, the location of the business, and the level of the job.

When pursuing a job in a small town, it may be best to directly contact the manager. If the job is in a large metropolitan area, speed up the process by inquiring by phone. If jobs are available, set up appointments to meet with the managers. If the job opportunity is a long distance away, write to make sure a job is available. If you are pursuing a supervisory position, it may be more appropriate to send a letter of inquiry.

Summary

Before you begin the job search, you should select a career area. Consider your interests and

Figure 2.2 - Sample Letter of Inquiry

349 Monrovia Street
Littleton, Missouri 66554
May 5, 1991

Mark Eads
Service Manager
Jackson's Implement Company
23920 Old Hwy. 47
Bigton, Missouri 66555

Dear Mr. Eads:

I am writing to you regarding employment with the service department, at the suggestion of my agricultural education instructor, Mr. Tom Adams at Littleton High School.

On June 4, I will graduate from Littleton High School with a strong emphasis in agricultural mechanics. I have completed small engine repair, power II, welding, and electricity classes with a B+ average. In addition, I completed a computer course that covered spreadsheets, data bases, and word processing. Besides these courses, I worked part-time at a small engine repair shop this past year, which enabled me to improve my mechanical skills as well as my people skills.

My resume is enclosed with this letter. It will give you more information about me. Since I am planning a career in the agricultural mechanics field, I am eager to work in an implement store with your reputation.

Please send application materials in the enclosed envelope for any positions which I might be considered. I look forward to hearing from you.

Sincerely,

Janet Student

enclosures

abilites when selecting a career. You will need to plan for training or education in the career area. Once a career area has been selected, you are ready to find a job. Job inquires can be made over the phone, through the mail, or by direct contact.

Credits

Agricultural Business Sales and Marketing. University of Missouri-Columbia: Instructional Materials Laboratory, 1984.

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FFA Student Handbook. Alexandria, VA: National FFA Organization, 1986.

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Holt, Sharyn; Denny Marlys; James F. Muench. Core Employment Skills: Supplementary Units. University of Missouri-Columbia: Instructional Materials Laboratory, 1990.

Nelson, Robert. Methods and Materials for Teaching Occupational Survival Skills. Urbana, IL: University of Illinois, 1987.

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Stewart, Bob R. Leadership for Agricultural Industry. New York, NY: McGraw-Hill Inc., 1978.

Lesson 3:
Applying and Interviewing for a Job

Applying and interviewing for jobs are very important skills. Once possible job openings have been identified, you must sell yourself to the interviewer. The selling process begins with the resume and job application. These must be neat and make the interviewer want to talk to you. Once you get in the door of the business, be prepared to give your best interview. Frequently, you only get one opportunity to impress the company with your abilities.

Steps When Applying for a Job

First, prepare a resume and take it with you when applying and interviewing for jobs. The second step is to contact the employer about job opportunities. You may have many leads on possible jobs, but until you contact the business, you will not know for certain which jobs are still open. Initial contact can be made in three ways: contacting the person directly, writing letters of inquiry, and inquiring by phone.

Direct contact involves going to the business and talking with the manager or personnel director about job opportunities. Many times, a letter of inquiry is appropriate. If you are located a distance from the business, it could be a waste of time to visit in person, without any positive proof of a possible job. If you are in an area with many businesses, you may need to use the telephone to make inquiries. Calling for an appointment can be more convenient for the employer than the walk-in inquiry.

The next step is to fill out a job application. Bring your own pen. After your job application passes inspection, you may get the opportunity to interview with the employer. Be sure to show a real interest in the job by following up after the interview. Do not leave the responsibility to the interviewer.

Dress for the Job Interview

When interviewing, appropriate attire is important. Be familiar with the type of clothing that is worn on the job and wear what is expected on the job, if not better. A suit is frequently in good taste. If you are applying for job as an administrative assistant, shorts and a top would not be appropriate attire. On the other hand, wearing a suit to an interview as a grain elevator worker would not give the correct impression to the employer. You will have only one chance to impress the interviewer. You can always dress down if the job requires more casual clothes. Never wear clothes with holes, tears, or stains.

Dress conservatively. Flashy or trendy clothes may not be appreciated if you are interviewed by a more traditional-minded person. One example of conservative dress is a plain white shirt or blouse, rather than a shirt or blouse that is flowered or has bold checks. Wear polished shoes. Some interviewers will notice your shoes as an example of your normal appearance and attire.

Be neat and clean. It is very important to appear at your best. Avoid putting gas in your car the day of the interview because of the lingering odor. Also, avoid eating messy foods before or during the interview. It would be very embarrassing to show up with a large stain on your clothing. Keep your hair neat and of an appropriate length. Long hair on men or women may be unsafe on jobs around machinery.

Men should be clean-shaven or should have well-trimmed beards and mustaches. A scraggly beard just makes an applicant look scruffier, not older. Women should wear simple jewelry and a minimum of makeup. Bold jewelry or excessive makeup will be distracting. As a last word, avoid overdressing.

Before Arriving for a Job Interview

One of the first things that you should do before going to an interview is to know something about the company. Talk with friends who work there, call the business for information, or look up information at the library. It would not make a good impression to ask what type of work is done in a dairy operation. If you do not know what the company does, why would you want to work there?

Know what type of job is available. You do not have to have a specific job title, but you should know whether the job is in sales, service or management. "Any job that is available" is not a good answer when asked what position you want.

It is also important to know the interviewer's name and the correct way to pronounce it. This can easily be learned by calling the receptionist. Addressing the person by the wrong name or mispronouncing the name is not a good way to start the interview.

Figure 3.1 - Preparing for an Interview

ADDITIONAL SCHOOLING?
ADVANCEMENT?
TRAINING PERIOD
NUMBER OF EMPLOYEES?
OVERTIME?
FUTURE?

When you come to the interview, bring your resume. This will be helpful if the interviewer does not have a copy of it handy. It also can be a reminder of dates of employment, etc. Bring a black ink pen to fill out additional forms and to take notes. Black ink pens are recommended because many businesses request that forms be completed in black ink.

Go to the interview alone. This is not a place to bring friends. If friends come with you, it looks like you are not serious about working. If someone has to drive you to the interview, have them wait outside. Arrive a few minutes early to the interview. This gives you the opportunity to arrive relaxed. If you are late to the interview, it is a good indicator that you may be late on the job. If you are going to be delayed, call the interviewer.

Practice interviewing before you go for an interview. One opportunity for practice can come from a mock interview with a teacher or administrator. Expect constructive criticism. The whole reason for practicing is to improve your interviewing skills. If you know the business people, it may be helpful to ask them to give you a practice interview.

Consider videotaping yourself and a friend or teacher interviewing you. He or she should ask tough questions so that you have good responses ready. It would be beneficial to practice several times. Watch the video between practices to look for areas that need improvement. The video can provide good insight into your voice quality, posture, appearance, and quality of responses.

When driving to an interview, make sure your vehicle is clean inside and outside. Many times, employers use this as a measure of your personality. Also, drive carefully and within the speed limit.

It is helpful to keep up on current events. The interviewer may talk about something that is happening locally or nationally. If you are able to contribute to the conversation, it adds to the image of a well-rounded person.

Pointers for the Interview

The first thing to remember is to make a good first impression. If you make a poor first impression, it will be hard for the interviewer to overlook it. Remember that the first impression may be made as you drive into the business. It could also be influenced by the way you act in the lobby or halls while waiting for your interview. Since you may not always know who the interviewer is, it pays to be on your toes at all times.

Be prepared. This includes doing research, practicing for the interview, and dressing appropriately. Give a firm handshake; it shows confidence. If you are being interviewed by a woman, wait for her to extend her hand.

Be polite and practice good manners. This does not just apply to the interviewer, but to all employees of the company. The receptionist, for example, may be asked what he or she thinks of the applicant.

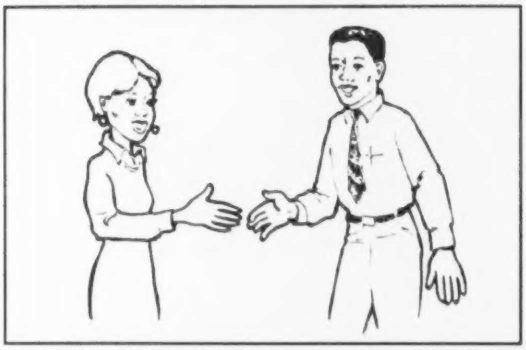
Listen closely to what the interviewer is saying and respond when appropriate. Another way to show your interest is to maintain eye contact with the interviewer. This does not mean to stare, but to look at the interviewer when he or she is speaking.

Answer the interviewer's questions completely without talking too much. It is important to know when you have said enough. It is sometimes possible to talk yourself out of a job by giving too many details.

Do not smoke, chew gum, or chew tobacco before or during the interview. If you smoke on the way to the interview, your clothes may carry a lingering tobacco odor, which may be offensive to the interviewer.

Be positive during the entire interview. Do not talk negatively about previous jobs or school. The interviewer will usually ask if you have any questions. This is a good opportunity to ask a few questions. Make sure the questions that you ask have not already been addressed.

Figure 3.2 - Closing an Interview



Observe cues that the interview is ending, such as the interviewer straightening papers on the desk, asking if you have other questions, and pushing back his or her chair. As the interview draws to a close, give a short, positive closing statement about yourself. Be sincere about why you would like to work for the company or how you would fit into the company. This last statement may be what the interviewer remembers, and it may make the difference. Do not overstay your welcome by saying too much. Thank the interviewer for his or her time and shake hands as you leave.

Questions During a Job Interview

Interviewers ask many different types of questions during job interviews. It is best to plan ahead for the answers you may give to some tough questions. A few questions that may be asked follow.

"What qualities do you have that will help you in this job?" An example might be, "I get along well with all people." Since this is a value statement, it would be better to say, "I enjoy working with others." You may want to give examples of committees, teams, etc., that you have been worked with.

"What are some of your faults?" You do not need to give a long list of your shortcomings. You may state one or two areas that you are trying to improve. It would be appropriate to say that with your limited experience you have a lot to learn.

"What are three adjectives that describe you?" Plan for this question by having four or five adjectives that describe you. Good responses include industrious, responsible, cooperative, efficient, loyal, and trustworthy. Be truthful because you may be asked to give a couple of examples of things you have done that back up the adjectives you give.

"What do you want to be doing in five years?" Be careful how you answer this question. If you say you want to move up a step or two in the company, the person at that step may be interviewing you now. If you say you would like to be working in another situation, they may give you that opportunity now. It is appropriate to say you want to expand your responsibilities and learn new skills to help you better perform your job.

"What have you done that makes you qualified for this job?" Do not get too boastful, but give some examples of past successes that may make you seem qualified. Examples that show hard work and discipline are always appropriate.

"Why are you interested in working for our company?" This question helps interviewers decide if they want you to work for the company. It also tells the interviewer your reasons for working there. You may point out that a friend or family member does that job and it sounds very interesting. Also, you may say that you became interested in the career area when it was discussed in agriculture classes.

"What have you done that shows you can work with other people?" You might discuss activities that show how well you have worked with others. The FFA provides numerous opportunities to demonstrate this: committees, contest teams, leadership, etc. It is also helpful to include non-FFA examples such as sports, student council, 4-H, church youth group, or the fair board. Do not get too carried away with your list of accomplishments, or it will appear that you are a braggart. Include only the most significant achievements.

Questions to Ask During a Job Interview

You will probably be given an opportunity to ask some questions. When given this chance, ask a few questions. It shows that you are interested in the job and that you were listening. Here are some examples of possible questions.

"What types of benefits are available?" You may not want to be too specific. Give the interviewer the opportunity to tell about the benefits. You can always ask a follow-up question for more details.

"What types of responsibilities are expected?" Besides general job responsibilities, this may hint at expectations to work overtime and nights or to take evening classes in the job area.

"What are the opportunities for advancement or an expansion of responsibilities?" This shows you are interested in more than just a job. It shows you are interested in a long-term commitment.

"What type of wage or salary range can be expected?" This is a question you will obviously need to know, but wait until the end of the interview. You do not want them to think you are only interested in the job for the money.

"When will the position be filled?" Most businesses will know when they plan to fill a position. By asking this question, you will have an idea of how long to wait before calling about the job.

After the Interview

If a job is offered after the interview, it is generally acceptable to ask for time to consider the offer. The amount of time will depend on the commitment involved. If it requires relocating or unusual conditions, more time may be needed to think it over. If it is a job at a local business for minimum wage, you may want to accept it right away before they interview someone else. If you are taking time to think it over, be sure both parties agree on the amount of time to be allowed.

Write a thank-you letter soon after your interview. Since many people do not send thank-you letters, this may make the difference in getting or not getting the job. Restate your interest in the position and reemphasize a couple of your good qualities. Let the person know you will call soon. This shows initiative. If you do not hear from the interviewer within a reasonable time, you should call to let him or her know you are still interested.

Summary

Once you have identified some possible job opportunities, you must go through the process of applying for the position. A very important part of this process is the interview. Be prepared by doing background research on the company, practicing the interview, dressing appropriately, and being familiar with questions the interviewer may ask and responses you may give to the questions. Follow up after the interview.

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Lesson 4:
Becoming a Confident and Responsible Person

It is possible for you to improve self-confidence and gain responsibility. The first time you give oral reasons at a livestock contest or speak to a group you may be uncomfortable, but as you gain skills through practice, you will gain confidence. As you gain confidence, you will be ready for more responsibility.

Personal Characteristics Employers Look For

There are many different types of personal characteristics that employers look for in workers. People frequently think that being technically competent (ability to perform the skills needed for the job) is the most important skill an employee can have. Technical skills are important, but they are not the only skills a worker needs. Good personal characteristics are also important for getting and keeping a job. More people lose their jobs because of a lack of personal skills rather than a lack of technical skills. You should work to improve your personal skills.

Cooperative - Are you able to work well with others? If you have difficulty working with others, following directions, or helping customers, you may lose your job.

Efficient - If you are efficient, you waste little time and are able to complete your work in the time allowed or less.

Figure 4.1 - Working With Others

Enthusiastic - The excitement and general interest you show in your job shows your enthusiasm. You can become excited about a job by your own interests or due to motivation from other workers or the boss. The motivation could come from monetary rewards, grades, or the sense of success.

Accepts criticism - Criticism can be positive or negative, but it represents some type of evaluation of what you are doing. Being able to accept criticism is a key to improvement and is a sign of maturity. Accepting criticism often is the difference between improving and remaining the same.

Initiative - Initiative is the ability to start an action on your own and see it to completion. It includes seeing a job that needs to be done and taking the initiative to do it. Employers like workers who demonstrate initiative. However, make sure you complete jobs you are assigned before taking the initiative to start new jobs.

Loyal - Loyalty means you support and speak in a positive manner about the company, the boss, and fellow workers. Being loyal is a very desirable characteristic. Employers do not want to hear about you telling stories about their poor products or business practices. Support the company. If you do not have anything good to say, do not say anything.

Neat and clean appearance - Good grooming practices are always appropriate. Employers want employees who take pride in their dress and appearance.

Positive self image - Look at yourself in a positive manner. Instead of saying "I can only type 55 words a minute," say "I can type 55 words a minute with two errors or less." It is important to have a positive self image. If you dislike yourself, why should others like you?

Responsible - If you are responsible, you can be trusted and depended on. Many of the other personal skills will influence the responsibilities you are given. As you learn new skills and demonstrate your ability to work with others, you will be given increased responsibility.

Importance of Social Skills

As a person and leader it is important to have good social skills. It is important to consider others in your actions. Since your social skills are a reflection of you and your personality, it is important to always use good manners. Your good manners show your respect for others and make others more comfortable with you.

Good Manners

Good manners are always important. With the many opportunities for travel in FFA, members should have an understanding of good manners. There are many general courtesies. One courtesy is to greet someone with a firm handshake.

Another common courtesy is to remember the person's name. When introduced to someone, make an effort to learn his or her name. Listen closely to the name and repeat it in your mind several times. It is a good practice to use each person's name a couple of times in the conversation to reinforce it in your memory. When you meet the person again, greet him or her by name.

When you are introduced to another person, you should stand. You should also consider other people's feelings in your comments and actions. This means to avoid off-color jokes or teasing. It is also proper to be courteous and friendly to guests, new students, or new members of organizations. Remember that they do not know people to socialize with. You do not have to become their best friend, but be courteous and friendly.

Since FFA members have many opportunities to travel, they should have an understanding of travel courtesies. Plan ahead to avoid problems. Make reservations early and arrive early to be able to avoid problems when using public transportation. Allow plenty of time to prevent being late, and if you are going to be late, call ahead to let those meeting with you know.

Verbally thank people who serve you, and when appropriate, give tips. When riding on public transportation, be friendly and courteous to others. Help make the journey pleasant for everyone.

Since students may have opportunities to eat in nice restaurants, they should understand courtesies for restaurants. Avoid problems with getting a table by planning ahead and making reservations if needed. When you arrive at the restaurant, wait quietly for the host or hostess to show you to your table. When you get to the table, seat older persons and women first.

When separate checks are desired, they should be requested before ordering. It can be a great inconvenience if you wait until the end of the meal. Select your choice from the menu and avoid changing your mind. If you are not satisfied with the food or service, quietly give your comments to the person serving you. Thank people who serve you both verbally and by giving tips. Fifteen percent of the check is an appropriate tip. For larger groups of eight or more, the tip may be included on the bill. This is a common practice, so do not complain.

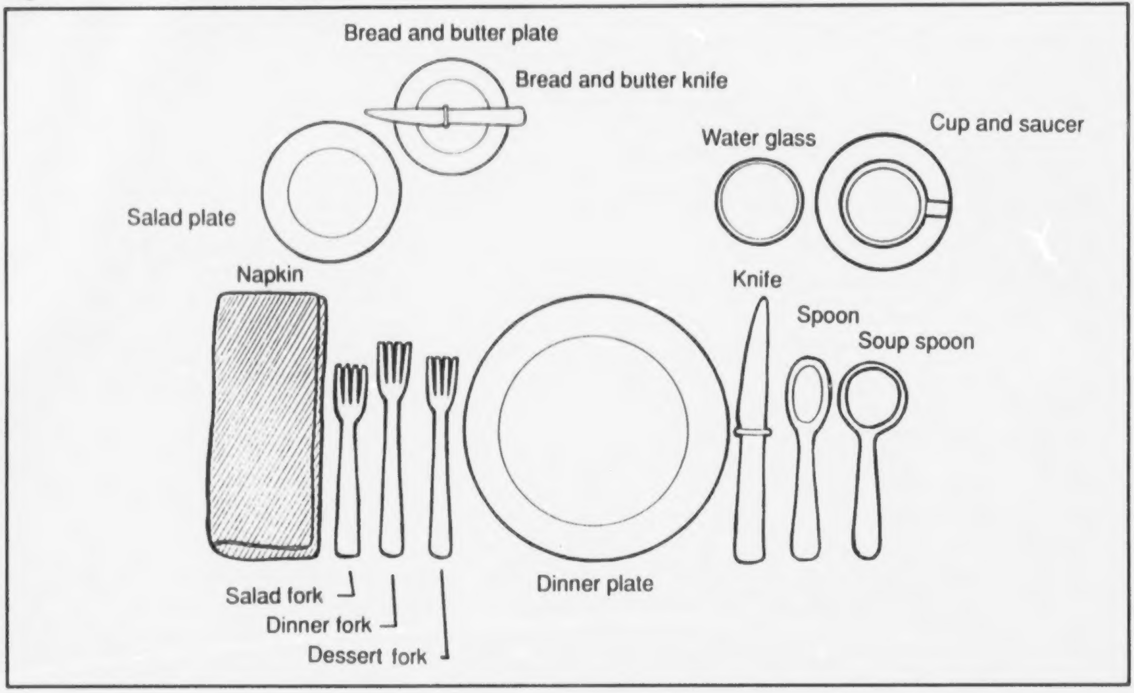
Good manners at the table should not be reserved for only restaurants. When dining at restaurants, meetings, or at someone's home, follow the lead of the host or hostess, if in doubt as to what is proper. Begin by using silverware from the outside if you have a formal table setting. (Figure 4.1 shows a formal table setting.) Unfold your napkin and place it on your lap. Rest the hand you are not using in your lap; avoid resting your arms or elbows on the table.

When eating, take small portions and small bites. Larger bites can be messy and look as if you have not eaten in a while. Avoid mixing food on your plate. Break bread in half and butter it one piece at a time. Meat should be cut into one or two pieces at a time. Talk only when you have no food in your mouth.

Personal Appearance, Hygiene, Voice, and Actions

Wherever you go, you want to make a positive and lasting impression. The first impression you make on someone is usually the one that is remembered. If the first impression is a poor one, it will take a great deal of time and effort to change your image. You do not know when you may meet a prospective employer. If you make a good impression now, it may help you land a job later.

Figure 4.1 - Formal Table Setting



You should strive to maintain a neat and clean appearance to convey an impression of health, vitality, and interest. Keep your clothing clean and with a good general look. Bathe daily, and comb and wash your hair regularly.

Besides your appearance you should attempt to have a pleasant speaking voice. This will help to create a positive impression. You should also avoid cursing or talking about people. Your actions should be a reflection of your personality. Your actions and general appearance speak louder than words.

Becoming a Better Citizen

As a citizen of your community and of the United States, you have certain rights and responsibilities. In a democracy, no one forces you to be a good citizen. It is up to you to take an active role in democracy by starting at the local level. An easy way to start is to obey the local, state, and national laws. You should also respect the rights of others by showing respect for them, their property, and their beliefs.

Good citizens are willing to contribute time, skills, material resources, and financial support to improve the environment and world. The FFA "Building Our American Communities" (BOAC) program is a good example of a community service project that practices good citizenship. BOAC programs provide opportunities to give back to the community. Participating through an organization is not the only way to contribute. You may pick up trash as you take a hike, help furnish homes for the poor, or give money to community service projects.

As a good citizen, you have responsibilities. Vote when you are eligible to do so in organizations and in the government. You should also fulfill your obligations to the government by paying taxes and registering for the draft.

Summary

Improving your confidence and gaining responsibility are two very important aspects of becoming an adult and becoming employable. Through the process of identifying areas to work on and by practice, you can become more confident in things you do. As you gain confidence and gain experience, you will also gain responsibility.

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Lesson 5:
Developing Better Human Relationships

The personal contacts you have with other people are examples of human relations. Human relations skills are the abilities to get along with others. These skills are important in all areas of life. You use human relations skills with parents, friends, teachers, and everyone you meet. Employees with good human relations skills are valued. Poor human relations skills can lead to lost promotions or jobs.

Importance of Improving Human Relations Skills

Since poor human relations skills are often why people fail to get promotions or get fired, more attention should be paid to improving these skills.

Human relations skills help people deal with others. Everyone, except for a recluse living on a deserted island, can benefit from effective communication skills.

Improved human relations skills lead to more enjoyment from life. Since these skills help you work better with others and keep your job, you will probably have better friendships and better working conditions.

Basic Goals of Improving Human Relationships

There are four basic goals to improving human relations skills. They are: 1) to promote cooperation, 2) to create a harmonious atmosphere, 3) to minimize friction, and 4) to improve productivity. Good leaders are also interested in these goals.

Promoting cooperation deals with the ability to work with others. In businesses, organizations, and schools, cooperation is very important. People frequently work in committees or on small group projects, requiring them to work closely with others. Improved human relations skills reduce conflicts and tension, thus improving working conditions.

Creating a harmonious atmosphere results in improved relationships among co-workers and organization members.

When friction in personal relationships is minimized, most other things run smoother. Improved productivity usually results, because people who are comfortable with their co-workers and happy in the workplace are more motivated to do a good job.

Getting Along Better with Others

Although it is often easier to blame problems with human relations on the other person, this does not solve the problem. Instead of placing the blame on the other person, you should look at yourself and work to improve your own human relations skills. This will help prevent conflict or enable you to handle it better.

One of the best ways to improve these skills is to treat others as you would like to be treated. There is no reason to expect people to treat you fairly if you are not willing to treat them with fairness yourself.

Show courtesy and respect to everyone. All people deserve to be treated fairly and with courtesy. Showing empathy for others' feelings is the ability to place yourself in the other person's situation. If you can empathize with people, it is easier to understand their actions.

Be a good listener. When you listen to what others have to say, they will feel a genuine interest. You will be amazed at what you learn and how much better you will get along with others.

Think before you speak. You might be able to avoid uncomfortable situations from thoughtless comments. It is also important to think about people who are not present before you speak. Gossip frequently comes back to haunt you.

Praise others for doing a good job. When people do an exceptional job, words of praise are always appreciated. By showing a sincere interest in others, you may motivate them to become more involved. Ask others what they are doing or what they are interested in. People usually enjoy talking about themselves.

Be cheerful and pleasant to others. A smile is always an acceptable form of showing friendliness. Make an effort to respond positively to questions or comments. Even when you are in a bad mood, try to be pleasant.

Let your strong points speak for themselves. Do not brag about your wonderful qualities. It is not wrong to say what you can do, but avoid bragging. Do not demand praise. You should learn to be satisfied by a job well done. If your jobs are done well, praise will come your way naturally.

Keep your word. If you tell others that you will do something, do it. If you do not keep your word, people will not trust you.

Be tactful. If you are asked to comment on someone's appearance or on a project, use tact. Rudeness is never acceptable. You should not lie about your feelings, but find a way to express yourself without hurting people's feelings.

Succeeding in the Workplace

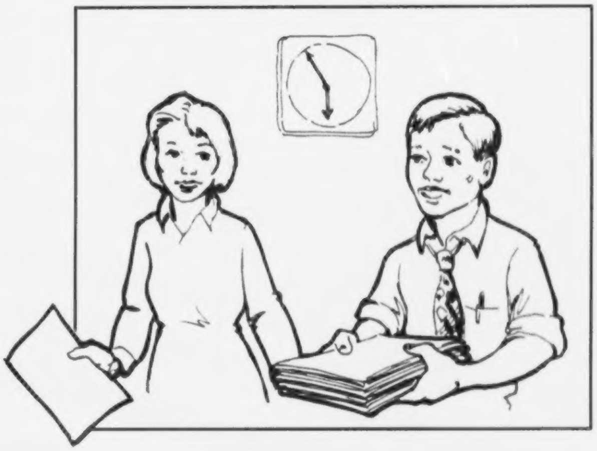
Do your best to get along with others. Make every effort to get along with your supervisor. Supervisors deserve all of the courtesies and respect that you would give fellow workers. Do not be argumentative with your supervisors. Usually, arguing does not solve problems. You can win the argument but lose the supervisor's respect.

It is important to be responsible. Be a person whom the supervisor can trust to do a good job. A good employee should also be punctual. Arrive to work on time. It is also important to arrive at meetings on time or a little early.

Show initiative on the job. Do what is expected of you and more. When jobs are given to you, complete them to the best of your ability and as quickly as possible. Doing what the supervisor expects of you is a good way to earn his or her respect.

Be loyal to supervisors and the company. Do not talk badly about your supervisors or the company on the job, after work, or even after leaving the company. Future employment may be based on the manner in which former employers are discussed.

Figure 5.1 - Extra Effort Pays Off



Do not take comments or criticisms personally. Accept constructive criticism and work to improve yourself. Remember that some people may not know how to give criticism in a positive manner. Ignore these occasional ill-natured remarks.

Summary

Improving skills in human relations help you get along with others. Since most people are fired because of their poor human relations skills, it is important to improve them. Good human relations skills will help you in school, work, and with personal relationships. Striving to improve these skills is, and should be, a continuing goal.

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